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ABSTRACT

The Career Assessment and Placement Center is a school-to-adult-life transition program which provides vocational and independent living services to individuals with physical, mental, or emotional disabilities. A set of five manuals was prepared to assist in developing services similar to those provided by the Center. The "Operations" manual contains information on establishing goals, obtaining funding, developing programs, and avoiding potential pitfalls. "Career Education/Transitional Programs" focuses on curriculum content, policies and procedures, and selecting and creating instructional materials in the areas of career education, work adjustment, preparation for work, and independent living skills. "Vocational Counseling" emphasizes coordinating and monitoring a student's progress through the Center, providing vocational counseling and guidance to students, and training in job-seeking and job-keeping skills when necessary. "Vocational Evaluation" assesses students' employment interests and capabilities. "Job Development and Placement" outlines how to establish community sites for career exploration, situational assessments, job training, and job placement and follow-up. Each manual contains samples of letters and forms developed by the Center, goals and objectives of the services, and brief descriptions of the Center's successful experiences and the problems it encountered. (JDD)

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WHITTIER UNION HIGH SCHOOL DISTRICT

CAREER ASSESSMENT AND PLACEMENT CENTER

DISSEMINATION MANUALS

OF

PROGRAMS

PREPARATION OF MANUALS
SUPPORTED BY
OSERS GRANT NO. G008430105

MARCH, 1988

EC 211 752

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CAREER ASSESSMENT AND PLACEMENT CENTER

OPERATIONS

DISSEMINATION MANUAL

PREPARATION OF THIS MANUAL

WAS SUPPORTED BY

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What Is The Career Assessment And Placement Center (CAPC)?

The Career Assessment and Placement Center (CAPC) is a joint effort of the Whittier Area Cooperative Special Education Program, and the Whittier Union High School District. Started in December, 1979, the Center provides vocational and independent living services to individuals who have been diagnosed as having a physical, mental, or emotional disability, who have minimal self-care skills, and who are junior high school age or older.

Housed on one site, CAPC provides a comprehensive transition program which includes the following services: Vocational Counseling; Vocational Evaluation; Work Adjustment; Independent Living Skills; Preparation for Work; Job Development/Placement; and Career Education. Recognizing that such a program is ideal but not always possible, CAPC stresses that it is not necessary to provide all the services listed above in order to begin a school-to-adult life transition program. Any of these services could function independently or in conjunction with one or two other services and could be provided by the same service provider (i.e. teacher), or in cooperation and coordination with other service providers (i.e. teacher, counselor, psychologist). Likewise, any of the CAPC manuals can be used independently or in combination with others.

Purpose Of This Manual

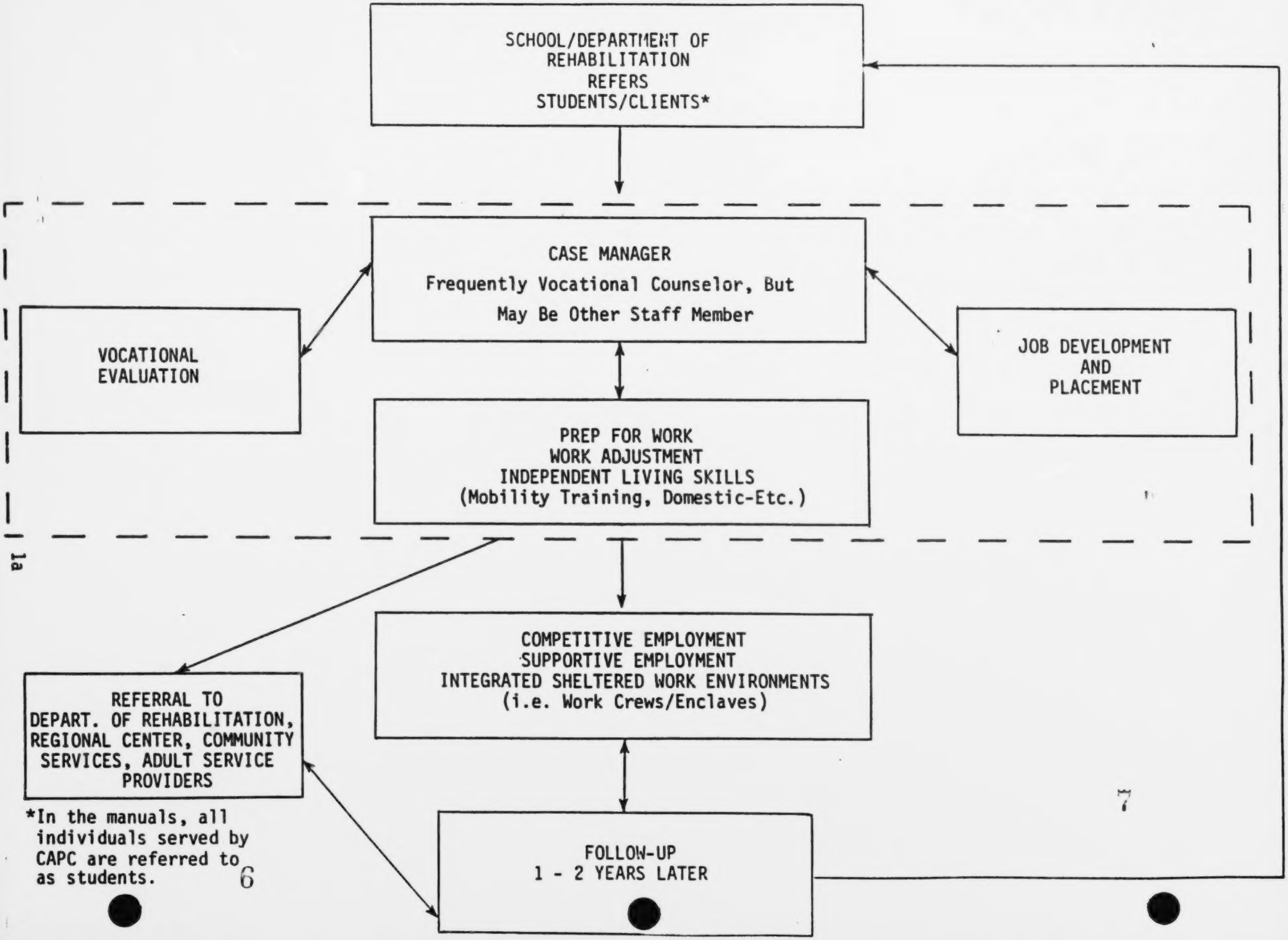
The purpose of this manual is to provide assistance and direction to anyone who might be starting a new transition program. Whether this person is an administrator, teacher, counselor, etc., the information provided will be valuable in helping to set goals, obtain funding, develop a program, and avoid pitfalls along the way. The manual could also be used to assist administrators responsible for such a program. For example, if a teacher were responsible for developing the program, this manual would be helpful not only to the teacher but also the responsible administrator.

Visitors frequently come to CAPC because they have been given the responsibility of starting a transition program in their own district. Much of the information in this manual is in response to the inquiries which have been made by these many visitors.

Philosophical Point Of View/Essential Components For Success

To develop a successful transition program, educators need to digress from two areas of traditional thinking. The first being the notion that education should take place in a classroom. Since disabled students frequently have difficulty generalizing knowledge from one situation to

CAPC TRANSITION MODEL


SCHOOL/DEPARTMENT OF REHABILITATION REFERS STUDENTS/CLIENTS*
CASE MANAGER
Frequently Vocational Counselor, But May Be Other Staff Member
VOCATIONAL EVALUATION
JOB DEVELOPMENT AND PLACEMENT
PREP FOR WORK
WORK ADJUSTMENT
INDEPENDENT LIVING SKILLS
(Mobility Training, Domestic-Etc.)
COMPETITIVE EMPLOYMENT
SUPPORTIVE EMPLOYMENT
INTEGRATED SHELTERED WORK ENVIRONMENTS
(i.e. Work Crews/Enclaves)
REFERRAL TO DEPART. OF REHABILITATION, REGIONAL CENTER, COMMUNITY SERVICES, ADULT SERVICE PROVIDERS
FOLLOW-UP
1 - 2 YEARS LATER

*In the manuals, all individuals served by CAPC are referred to as students.

another, it is unrealistic to teach vocational and independent living skills in a classroom and expect students to generalize these skills to their home community. If a transition program is to be successful, the community needs to be the prime resource for education, providing real-life, "hands-on" experiences for students. CAPC cautions that while it is believed that community exposure is essential, it is also recognized that students have a continued need for the peer interaction provided by the school setting.

The other traditional viewpoint which must be altered is thinking of students as children rather than seeing them as developing into adults. This is particularly true with special education students who some think of as being children forever. Even for those who do see students as developing adults, they sometimes think that once they reach adulthood they become someone else's responsibility. This is far from true. It is the school's responsibility to provide direct services to students until they graduate or are 22 years old and beyond in some cases. It is also the responsibility of the school to prepare students to function independently as adults to the greatest extent possible. These ideas need to be built into the system from elementary school on up.

Starting A Program

If you are starting a transition program where none has previously existed, the following suggestions will provide a guide:

1. Who are the decision makers? It is important to identify those individuals who are in a position to make decisions about initiating a new program such as this. A lot of time can be wasted talking to the wrong people. Who has control of the "purse strings"; who really makes programmatic decision— the Board or Administration— and if it is the Board, what administrators have the most influence and credibility?; what parents or parent groups are influential in programmatic change?

2. Get them thinking beyond the classroom — The need for community-based education must be made apparent to those in decision-making positions.

3. Identify the need — Specify the need for this program in your school, community, district, etc., by asking questions such as:

   -How many individuals could benefit and have improved opportunities for becoming self-sufficient, contributing members of their community as a result of such a transition program?

   -What are present resources? To what extent, if any, are these needs already being met and by whom? (Fiscal, staff, space, materials, etc.)

   -What are neighboring schools doing? How are other schools within the community, district, region, etc., meeting these needs? Might it be possible to collaborate with these other schools? What are potential resources? Again, look beyond the immediate—classroom, campus, school, etc.

-Is there parent interest in a transition program?

4. Develop a plan — It is important to develop a plan that will fit the needs of your students given the current and potential resources available to you. The following are suggested steps in developing the plan:

- a. Set reasonable goals and objectives — Don't try to be all answers to all people.
- b. Determine activities and timelines.
- c. Target a specific population by disability, types of classes, schools, etc.
- d. Establish a measurable and realistic way of determining success, keeping in mind that this information may be used to obtain funding in the future.
- e. Design a preliminary budget.

5. Someone needs the primary responsibility of coordinating the transition efforts and resources.

6. Elicit parent support by asking them for input on developing the program.

7. Establish community involvement by getting input from employers, service clubs, existing vocational education programs, and special education advisory committees.

8. Don't be afraid to take risks. You have to accept that there will be failures and be willing to learn from mistakes.

Overview Of Curriculum Requirements

For a transition program to be successful, career education has to start at an early age. Therefore, the program needs articulation with the elementary and junior high schools. There needs to be an infusion of the concept of developing a "worker Personality" in students.

Curriculum should not be limited to learning about jobs. A transition program needs to be comprehensive, encompassing the total person and the skills he/she will need to live successfully on their own. The program should include not only education in areas directly related to acquiring and keeping a job, but also independent living skills and social/recreational needs.

The curriculum needs to be functional and experiential with an emphasis on community-based instruction. Students should be out in the community involved in "hands-on" learning as much as possible. It can also be helpful to bring the community into the schools.

The CAPC model of a transition program is very comprehensive. When setting up a new program it is not necessary to have the complete model. One or more parts of this program model could be used effectively. For example, one teacher in one classroom could provide a job development/independent living skills program that is a microcosm of CAPC. The following services are offered by CAPC: Preparation for Work; Work Adjustment; Career Education; Work/Vocational Evaluation; Job Development and Placement; Independent Living/ Transition; vocational Counseling; Orientation and Mobility Training.

Funding A Program

CAPC suggests a number of possibilities for funding or help in locating funding.

1. Find out what other districts are doing to obtain funding for such a program.

2. Look to district's General Fund for such expenses as rooms, office equipment and supplies, maintenance, phones, utilities, etc.

3. JTPA provides funds for short-term job training. Drawbacks to be aware of include: performance-based contracts (a certain number of students must complete training and gain employment in order to receive the money), prime sponsors decide what the needs are, a great amount of politics and paperwork is involved.

4. Public Law 94-142 provides funds for vocational training through Designated Instructional Service (DIS). Also, vocational education is mandated as part of the IEP so funds should be available. Project Workability is a State/Federally funded program in the State of California which provides grants to districts for community-based vocational training. Similar programs may be available in other states.

5. State Special Education Funds have monies earmarked for vocational education.

6. Neighboring universities may have a transition grant to work with school districts. This may be a good "people" resource since the university may provide interns, or other students who need field work.

7. Grants for vocational education are available through the state and federal governments.

8. Vocational Education-Handicapped Funds are federal monies administrated by the state.

9. Local agencies and employers may provide funds. Service clubs, businesses, large employers, Regional Centers, Department of Rehabilitation, etc., could be sources of monies or services.

In most situations, funds already exist in the school system for a transition program. It is a matter of changing the educational philosophy and redirecting the resources from traditional, academically oriented in-class programs to functional, life training, community-based programs.

Managing Change

When establishing a new program such as this, resistance to accepting new concepts, procedures, or philosophies may occur. It is suggested that all school personnel involved need to develop ownership of the program. This will enable them to be more aware of the needs and be more supportive. Change needs to take place through collaboration rather than through authoritarian input. It is also important for the administration to provide support services and follow-up where necessary. The Rand research study on change in education notes these strategies as being effective in managing change:

1. Responding to a critical need recognized by many;

2. Support of top-level administration and local administration;

3. Involve participants in planning;

4. Develop agreement on basis of philosophical thrust; and

5. Continuous and flexible planning with participants.

Staffing Patterns

It is not always necessary to have certificated persons staffing vocational education or transition programs. Many positions can be filled by classified personnel. For example, the present director of CAPC comes from a background in rehabilitation not public education. Classified people could fill other jobs such as job development and placement, vocational evaluation, technicians, etc.

Whether classified or certificated, it is important that one person be assigned the responsibility of coordinating the program. Staff must then be provided with the necessary training and develop realistic goals and expectations for the program.

District policy on staffing needs to be established. Is it acceptable to the district that aides/technicians be out in the community supervising students by themselves? (See Employer/CAPC Responsibility Form.)

Developing A Relationship With Local Department Of Rehabilitation

Although the focus of this section is on the Department of Rehabilitation, it should be noted that some of the information also applies to other agencies such as services for developmentally disabled individuals (Regional Centers in California), State Employment agencies, community colleges, rehabilitation agencies, etc.

All states have a Department of Rehabilitation. These agencies receive 80 percent of their funding from the federal government. The Department of Rehabilitation can provide vocational evaluation, counseling, and assistance with placement and funding.

It is advantageous to establish a positive working relationship with your local Department of Rehabilitation. This can best be accomplished by acquiring some knowledge about the Department, approaching them with what you have to offer, involving them in planning your program, and by working out a written agreement. CAPC makes these recommendations for establishing a mutually advantageous relationship:

1. Understand the Department's functioning and point of view.

    a. counselors probably already have large caseloads and limited budgets

b. high school students are difficult to place in jobs and Department of Rehabilitation traditionally have not had good success with this population

c. counselors are evaluated on success and success is determined by how many students get employed and stay employed for 60 days

2. Spend time understanding how your local office of rehabilitation works.

a. determine who makes the decisions regarding who to serve and what services to provide)counselors, supervisor, district administrator?)

b. in California, a local office can decide to work with high school students or not to work with them

c. the local rehabilitation office working with CAPC starts working with 10th graders.

Approach the Department of Rehabilitation with what you have to offer:

1. You can provide referrals (if they need them).

a. good referrals with potential for employment, i.e., you will get them ready for potential employment

b. state any service that you can provide for the referral that rehabilitation would normally have to pay for (psychological assessment, mobility training, job training, etc.)

2. You can provide space for the rehabilitation counselor on the school site and they can go into classrooms.

3. Rehabilitation counselors may have access to students' school records.

4. You will provide assistance in facilitating the referral process by helping to fill out applications and setting up medical examinations.

Have the Department of Rehabilitation involved in planning your program.

1. They may provide valuable input.

2. They may be more likely to provide services if they develop some "ownership" by participating in planning.

3. Finalize arrangements with a memo of understanding (see example of agreement between CAPC and the Department of Rehabilitation).

Insurance Coverage For Students

When establishing a new program, explore your district's existing student insurance coverage and workers' compensation policy. This will enable you to determine if students would be insured when in the community or additional coverage would be necessary for the type of program you are planning.

At CAPC, the district's student insurance covers students involved in any school sponsored activity in the community.

Therefore, CAPC students participating in field trips, evaluation, mobility training, etc., would be covered by this. Students placed in job training sites are insured as employees, and are covered by the district's workers' compensation. Once students are placed in jobs and are receiving a salary from the employer, they are covered by the employer's workers' compensation. (See example of CAPC's letter to employers stating responsibilities and copy of the insurance agreement in the Appendix.)

Training Incentive Stipends

At CAPC, some students are paid incentive stipends while receiving job training. Stipends are funded through Project Workability (funded by the State of California to provide vocational training for handicapped students), State Department of Rehabilitation, and a Federal Transition grant. These funds could be distributed in several ways. Students could be paid through the district as student workers, but this makes immediate reimbursement and varying rates of pay impossible. Another method of payment, is to have the employer pay the trainee and be reimbursed by the district through a voucher based on an agreement worked out ahead of time.

CAPC pays trainees stipends through the adult school Student Body account because this allows them to pay students every two weeks and to pay at varying rates as an incentive (see Evaluation Form to determine payment in Appendix). The student's pay rate for the two-week period is based directly on his/her work performance, as assessed by the on-site supervisor This could not be done if trainees were paid directly through the district as employees. CAPC has found these real-life rewards and consequences to be good motivators.

Public Relations

Since CAPC believes strongly that community-based education is essential to a successful transition program, it relies heavily on community support for the Center's programs to establish and maintain community support. CAPC has actively promoted public relations efforts and has found the following to be helpful and beneficial in carrying their message to the community and promoting interest and support:

1. Look at existing resources. There are probably some existing resources to help you with public relations; if not in the district, then in the community. Don't overlook these.

2. CAPC has annual awards luncheons. These luncheons honor employers, businesses, agencies, etc., who have provided sites for training, placement, and/or evaluation. Honorees are presented with plaques, or certificates of appreciation. Local media coverage is obtained (print, radio, TV).

3. A newsletter is periodically sent to employers, school administrators, Board, special/vocational educational staffs, community agencies, advisory committees, etc., keeping them up-to-date with CAPC services, functions, and accomplishments. (See example of newsletter in Appendix.)

4. Have open houses at the Center.

5. Obtain media coverage whenever possible. When planning a luncheon, presentation, open house, etc., invite local newspaper, radio, and TV to cover. Send press releases regarding special events, individual student program accomplishments (i.e. 50th program placement), obtainment of grants, cooperative programs with employers, etc.

6. Put together a slide presentation to explain your program to service clubs, parent groups, other agencies, etc.

7. Make presentation to Board of Education.

8. Make presentations to Advisory Committees.

9. Inservice teacher groups and counselor groups to promote the program within the district.

10. Put on a "Road Show". Travel to different schools to talk with teachers, counselors, and administrators on-site.

11. Be aware that public relations is an ongoing responsibility. Anytime you are communicating with people outside the program, you are involved in public relations. Telephone etiquette is always important.

12. Give employers brochures, flyers, or other forms of literature. You will probably want to print some of your own literature but there is also free literature printed by state and local committees which you can give to employers. For example, the State of California's Governor's Committee on Employment of the Handicapped provides a great deal of free literature which you may request and, in turn, give to local employers.

13. Respond to employers.

14. Write "thank you" letters to thank employers for their time, even if that particular contact did not result in immediate action.

15. Provide follow-up communication. After an introductory contact with an employer, perhaps a brochure, follow-up with another communication, perhaps, a phone call.

Pitfalls To Avoid

CAPC offers some suggestions on pitfalls to avoid:

> -Lack of support of Board, administration, teachers, parents, business, and industry. Any of these could undermine and have a negative impact on the program.
>
> -Teacher "burnout".
>
> > If the teacher tries to be everything to everybody, "burnout" follows. To prevent this, it is important to identify resources (both financial and people) and determine what can realistically be accomplished within that framework; then, goals can be developed and communicated to administrators

and/or Board. For example, if a teacher has been instructed to set up a transition program, he/she should assess what can be done realistically, and communicate this to the administration.

-Do not use unqualified or untrained staff merely because they are available. The budget and resources necessary to adequately train staff should be provided.

-Assess existing resources. Sometimes existing resources are overlooked which can result in a lot of duplication of effort. Look for existing community contacts and district staff who have been involved in vocational education. For example, a teacher may be told to do job placement and the work experience coordinator may already be doing the job.

-Avoid "bleeding heart" approach with Board, employers, businesses, and agencies. This is not a good marketing approach since all groups have their own interests in mind. It is better to market your program as a mutually beneficial service which matches student needs to community needs. Stress what's in it for them and how they can benefit from the program.

Conclusion

By using the strategies presented in this manual, an educator can initiate an effective transition program. Implementing a new program requires commitment and energy from several people. The activities described in the manual can assist educators in obtaining the necessary commitment and in directing their energies to produce the desired result.

APPENDIX

A. Employer/CAPC Responsibility Agreement

B. CAPC/Department of Rehabilitation Agreement

C. Insurance Agreement

D. Student Evaluation Form

E. Example of Newsletter

CAREER ASSESSMENT
& PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121
Dan Hulbert, Rehabilitation Services Administrator

ON-THE-JOB TRAINING AGREEMENT

Amongst The

WHITTIER UNION HIGH SCHOOL DISTRICT, COMMUNITY EMPLOYER, AND TRAINEE

The Career Assessment and Placement Center provides vocational services for students to become prepared for competitive employment upon completion of their high school education. One means of vocational preparation is on-the-job training in an actual employment setting within a business or industry in the community.

There are some basic responsibilities that are expected of the employer, the Center, and the trainee in the development and implementation of such a training agreement, as outlined below:

EMPLOYER'S RESPONSIBILITIES

* Provide a work site and realistic work tasks for the trainee to perform;
* Provide the tools, supplies, and equipment necessary for the trainee to perform the assigned work tasks, unless the job is one which requires the employee to supply their own tools;
* Provide instruction on the assigned work tasks;
* Provide general supervision of the trainee;
* Complete bi-weekly training evaluation forms on the trainee's performance;
* In the event of an injury, employer is responsible for contacting the Career Assessment and Placement Center immediately and completion of required forms. If the accident occurs after our work hours (i.e., evenings, weekends), the employer is responsible for transporting the trainee to designated medical facility.

CAREER ASSESSMENT AND PLACEMENT CENTER'S RESPONSIBILITIES

* Provide vocational training and preparation for the trainee;
* Prescreen the trainee by assessing his/her work skills, interests, aptitudes, and behavior, and matching these with an appropriate training setting;
* Provide ongoing counseling and follow-up with the trainee throughout the training period;
* Provide additional support services as needed (could involve one-to-one skill or behavioral training at the training site);
* Provide Workers' Compensation Insurance coverage for those trainees that are not being paid a wage by the employer.

(Continued on Back)

A JOINT VENTURE OF

Whittier Area Cooperative Special Education Program and Whittier Union High School District
Accredited by the National Commission on Accreditation of Rehabilitation Facilities

TRAINEE'S RESPONSIBILITIES

The Trainee is expected to demonstrate acceptable work attitudes and behaviors in the following areas. Trainees that do not will be provided support services by the Career Assessment and Placement Center in order to facilitate the appropriate behavior.

* Attendance/punctuality
* Appearance
* Retains instruction
* Work independently
* Initiative
* Speed and productivity
* Quality of work

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE NORWALK DISTRICT
DEPARTMENT OF REHABILITATION
AND THE
WHITTIER AREA COOPERATIVE
SPECIAL EDUCATION PROGRAM

A. INTRODUCTION

The Department of Rehabilitation, Norwalk District (hereinafter referred to as the District) and the Whittier Area Cooperative Special Education Program (hereinafter referred to as WACSEP) have experienced a long history of successfully working together to deliver vocational rehabilitation services to WACSEP students and adults within the District. Successful and productive relationships have been developed between each Agency's staff. Through this program disabled young adults have achieved socially and economically independent lives. Further, with a service delivery system that includes a Supported Employment Component it is possible that services provided under the auspices of this Memorandum may be extended to persons with severe disabilities who were heretofore not served.

B. PROGRAM OBJECTIVES

This Memorandum of Understanding (MOU) recognizes the value and importance of combining the resources of both the District and WACSEP for effective vocational rehabilitation of students with disabilities. This notwithstanding there are several specific program goals that will be pursued:

1. To assist in the achievement of personal dignity for each program participant.
2. To offer a program of services that will enable each program participant to achieve suitable employment.
3. To increase the level of social and economic independence of each program participant.
4. To assist each program participant with the transition of school to work.

C. DISTRICT'S RESPONSIBILITIES

1. Assign a primary Rehabilitation Counselor for the purpose of delivering rehabilitation services to WACSEP students and adults who are both referred and eligible for rehabilitation services. This Rehabilitation Counselor will be assigned an amount of time sufficient to evaluate and serve WACSEP referrals.

2. Participate in outreach, staff training and networking activities to effect maximum exposure of WACSEP's staff to the District and available resources.

3. Determine the eligibility of WACSEP referrals for rehabilitation services. Sources of referrals may include WACSEP's Transition Training Program and the Adult Service Supported Employment Program (Under requirements established by AB 3018).

4. Develop an Individualized Written Rehabilitation Plan (IWRP) for students who are determined eligible for rehabilitation services.

   (a) This plan will identify a suitable job objective for the student/client and will list the services to be provided by the District and other agencies including WACSEP. The District's services may include work incentive allowance, job training, job coaching, and placement as well as supportive services such as transportation, training or placement tools and supplies and books and supplies.

   (b) Work incentive allowances may be paid for work performed in on-campus and off-campus work experience situations for a maximum of 20 hours per week.

   (c) The District's Rehabilitation Counselor will consult with appropriate WACSEP staff in the development of the IWRP. However, federal regulation requires that the District's Rehabilitation Counselor assume responsibility for the content of the plan.

   (d) The District's program of cost services for in-school youth will be for a maximum of two years.

5. Participate as a member of the WACSEP service delivery team where services involve co-clients of the District and WACSEP.

6. Continue to provide services to clients/students as

necessary to achieve suitable employment following graduation from the WACSEP program.

D. WACSEP's RESPONSIBILITIES

1. Identify students of WACSEP who may be suitable referrals to the District and assist the District's Rehabilitation Counselor, if necessary, in securing from the clients and his/her family the documents necessary to initiate a case, i.e. application for services, general medical exam.

2. Identify staff who will function as a liaison (s) between the District and WACSEP.

3. Provide testing information and transcripts on file within WACSEP that will assist in establishing District eligibility and will contribute to vocational planning.

4. Adhere to all policies and procedures of confidentiality as established by the District's Regulations and Procedures Manual.

5. Provide its program of services and that of the Whittier Union HIgh School District of WACSEP and the District, e.g. work experience, placement, ROP, work experience for class credit.

6. Provide suitable office space in WACSEP facilities for the District's Rehabilitation Counselor to function satisfactorily.

E. CONCLUSIONS

1. This working agreement is not a legal contract and may be terminated at any time by either party with a thirty-(30)day written notice to either principal signer.

2. This M.O.U. will be evaluated by both parties as needed but not less than two years.

STATE OF CALIFORNIA
DEPARTMENT OF REHABILITATION
NORWALK DISTRICT

BY: John Geisbauer

DATE: 1·22·87

WHITTIER AREA COOPERATIVE
SPECIAL EDUCATION PROGRAM
CAREER ASSESSMENT AND
PLACEMENT CENTER

BY: Wayne D. Lowe

DATE: Jan. 26, 1987

WHITTIER UNION HIGH SCHOOL DISTRICT
Whittier, California

TO:

FROM: Business Assistant

SUBJECT: Workers' Compensation Insurance Coverage

Whittier Union High School District is self-insured for workers' compensation insurance liability.

Students in work experience or occupational training programs are covered by the school district under the provisions of Labor Code Section 3368 and Education Code Section 51769.

Labor Code Section 3368 establishes a statutory Workers' Compensation liability for work experience program participants; when the trainer does not pay the trainee a cash wage, the Workers' Compensation liability shall rest with the school district.

Education Code Section 51769 - Notwithstanding any provisions of this code or the Labor Code to the contrary, the School District or County Superintendent of Schools under whose supervision work-experience education, or occupational training classes held in the community, as defined by regulations adopted by the State Board of Education, are provided shall be considered the employer under Division 4 (commencing with Section 3200) of the Labor Code of persons receiving such training unless such persons during such training are being paid a cash wage or salary by a private employer, or unless the person or firm under whom such persons are receiving work experience of occupational training elects to provide workers compensation insurance.

Monica P. Dean

MPD:rr

WHITTIER UNION HIGH SCHOOL DISTRICT
Career Assessment and Placement Center

Worker Evaluation

LEGEND
White - Rehabilitation
Green - Central File
Canary - Trainee
Pink - Teacher
Goldenrod - Supervisor

Trainee's Name: ______________________

Work Site: ______________________

Position: ______________________

Address: ______________________

City: ______________________

Site Supervisor: ______________________

Pay Period Begins: ____________ Ends: ____________

Phone No. ______________________

Evaluations should be made on a realistic basis. Stipend pay rates are calculated based on percentages earned in each assessment category.

ASSESSMENT CATEGORIES	100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	Date	Hours In	Hours Out	Hours Total
PUNCTUALITY-regularly on time														
ATTENDANCE-dependable; notifies in advance if absent														
ATTITUDE-positive toward work, co-workers, supervisors														
FOLLOWS INSTRUCTIONS-oral and written														
APPEARANCE-appropriately dressed														
RETAINS INSTRUCTIONS-remembers tasks from day to day														
WORKS INDEPENDENTLY-does not need continuing supervision; does not waste time														
INITIATIVE-self starter; works ahead without further direction														
QUALITY OF WORK-accurate and well done														
SPEED AND PRODUCTIVITY-is equivalent to a full-time employee														
												Total Hours		

Please comment on Trainee's progress: ______________________

____

Supervisor's Signature: ______________________

Trainee's Signature: ______________________

Please have worker evaluations completed and signed for payroll processing by: ______________
Date

7/83

BOTTOMLINE . . . NETWORKING

SPOTLIGHT
ON
SUPPORTED WORK

The Career Assessment and Placement Center (CAPC) recently began the Supported Work Program. CAPC received the only Supported Work Grant given by the Office of Special Education and Rehabilitative Services (OSERS) in Region IX which includes the Pacific Basin, California, Arizona, Nevada, and Hawaii.

For individuals to be eligible for services through this program, they must have been in sheltered workshop or day activity center for at least three years.

According to Luann Janisse, Supported Work Project Specialist, the program works primarily to develop vocational skills in individuals who are severely handicapped, but also works with individuals in the areas of : mobility, community/consumer, social, recreation/leisure, domestic and educational needs, including driver's education.

"The services each individual receives varies," says Janisse. "We will look at each person's needs and interests and plan their day according to this. Whatever it takes to make them as independent as possible, we'll do."

The program just started in January, 1987. CAPC provides job placement for the program via a half-time Placement Specialist, Carolyn Reggio.

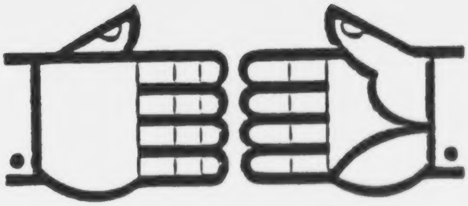
"The nice thing about Supported Work is that we can offer employers support for our clients for as long as necessary," says Reggio. "Even if someone has been on a job for years, we can still provide the necessary support to keep them successfully on the job."

Ann M. Garten

WELCOME NEW CAPC STAFF

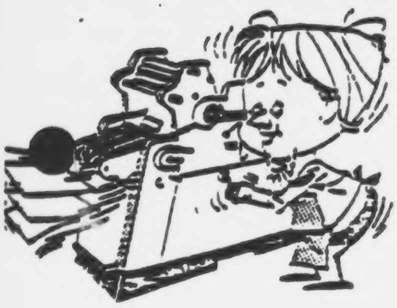
Robin Merlo	Vocational Specialist
George Newman	Vocational Specialist
Avedis Stepanian	Vocational Specialist
Albert Gauna	Vocational Specialist
Helen Fuller	Vocational Specialist
Eleanor Johnson	Job Development/Placement Specialist

THANKS EMPLOYERS . . .



The following is a list of employers who have been participating with our program so far this school year. The Career Assessment and Placement Center wishes to thank each one of you for your participation and support of our program. We look forward to continuing working with you.

Presbyterian Intercommunity Hospital
Taco Bell Restaurants
Richard Contreras Custodial Service
Angel's Family Restaurant
Eastman Kodak
St. Theresa's Convalescent Hospital
Stolo Cabinets, Inc.
Pet Haven, Inc.
La Mirada Bike Shop
Sizzler Restaurant
Captain Andy's River Towne Restaurant
Fedco, Inc.
Oxbow Electronics
Baker's Square Restaurant
McDonald's Restaurants
Beverly Manor Convalescent Hospital
Boston Stores
Cintas Corporation
Whittier Union High School District
City of Santa Fe Springs
Friendly Hills Bowl
Whittier College
Calif. State Dept. of Motor Vehicles
Whittier Boys/Girls Club
Carl's Jr. Restaurants
East Whittier City School District
Jones Chevrolet
Posada Whittier Retirement Villa
City of Pico Rivera Library
City of Whittier Community Center
Whittier Museum
Hinshaw's Department Store
Maddox Sales Company
Sanford Studio
Naugles Restaurants
Charo Child Development Center
City of Norwalk Parks Department
P.J.'s Appliance Repair
Scientific Atlanta Corporation
Western Syrup Company
El Rancho High School District
Global Processing Company
Grant Rea Park
La Habra Villa Retirement Home
Clothestime
Rivera Middle School
North Ranchito School
Collins Trim Shop
American Red Cross
Fantastic Sam's
Everhealth Preschool
Pico-Downey Golden Age Convalescent Hospital
Parnell Park
Whittier Care Center
Fashion Stop
Lane Bryant
Clifton's Cafeteria
C & R Construction
Whittier Narrows Feed
Cap Estel Enterprises
Jack's Restaurant
Palmer's Pet Store
Mason's Bakery
Danny's Village Bakery
Crest Photography
Santa Fe Springs Police Department
Sir Speedy Print Shop
Intercommunity Blind Center
Trustors Security System
Shepherd of the Hills Preschool



HOT OFF THE PRESS

LEGAL UPDATE

Congress did pass and President Reagan did sign into law (on November 10) the Employment Opportunities for Disabled Americans Act. This law makes permanent Section 1619 of the Social Security Act, allowing disabled persons who are eligible for Supplemental Security Income (SSI) disability benefits to work while continuing to receive Medi-Cal benefits. Section 1619(a) participants in California may continue to receive full Medi-Cal coverage until their income exceeds $1,205.

For further information about Section 1619, ntact: Mary Jane Maddox, c/o Congressman Steve Bartlett, 1709 Longworth Building, Washington, D.C. 20515; (202) 225-4201.

Also, as a part of the Tax Reform Act of 1986, both Section 190 of the Internal Revenue Code and the Targeted Jobs Tax Credit program have been reinstated and made retroactive to January 1, 1986. But both tax incentives have undergone some important changes.

Section 190 provides a tax deduction for costs incurred in making facilities that are privately owned and publicly used accessible to elderly and disabled people. The maximum deduction that may be taken is $35,000. But now this tax deduction is permanent.

For further information about Section 190, contact your local office of the Internal Revenue Service or the Architectural & Transportation Barriers Compliance Board, 330 C Street, S.W., Washington, D.C. 20202; (202) 474-2700.

TJTC Changes

The Targeted Jobs Tax Credit program (TJTC) has undergone more extensive changes. The new version gives employers the right to claim a tax credit for wages paid to individuals from the same nine targeted groups, which includes disabled individuals referred to employers by state vocational rehabilitation agencies and the Veterans Administration, as before.

But the credit for first-year wages is now 40 percent of the first $6,000 of qualified wages (rather than 50 percent) and there is no second year credit. For eligible summer youth employees, the provision for credit up to 85 percent of the first $3,000 is retained.

A minimum employment period rule has been instituted so that the credit is available only if the targeted group member is employed by the company for at least 90 days or has completed a minimum of 120 hours of work performed for the employer. Written requests for certification (or vouchers) must still be submitted prior to the employee's start date.

The Targeted Jobs Tax Credit program was extended for another three years, ending on December 31, 1988. For further information, contact: Clayton J. Cottrell, Planning and Operations, Employment and Training Administration, U.S. Department of Labor, Room N-4456, 200 Constitution Avenue, N.W., Washington, D.C. 20210; (202) 535-0192.

In the Mainstream
January/February, 1987

beyond the bottomline . . . Dec '86 - Jan '87

READ ON . . .

ADVICE FOR THE ENTRY-LEVEL EMPLOYEE

Kenneth Oldfield, associate professor of public administration, and Nancy Ayers, an administrative assistant, offer entry-level workers some pointers on how to make the most of their new positions. The following advice was culled from the collective experience of participants in Sangamon State University's Graduate Public Service Internship Program.

1. Don't feel dumb. Everyone needs time to learn job-related names, politics, personalities, and so forth. Avoid the common mistake of panicking and getting depressed over self-confessed ignorance. Do not advertise feelings of stupidity.
2. Be punctual. One of the quickest ways to enhance your reputation is to get to work 10-15 minutes early.
3. Consider your wardrobe. Clothes do affect how people are perceived and treated.
4. Be an extrovert. Even if you are an unabashed introvert, expect to change your ways. Begin by asking questions and developing your listening habits. Another necessary skill is the ability to initiate conversations. Speak to people in the hallway and ask how things are going.
5. Ask questions. Entry-level employees who constantly inquire about the company are usually seen as eager to learn.
6. Develop teamwork skills. The ability to work in groups and cooperate in completing a task are invaluable talents to have.
7. Be willing to work informal overtime. If there are evening or weekend conferences, go. These activities are important opportunities to meet people and acquire new views and information.

Vocational Counseling Summary
October, 1986

CAPC PRODUCES TWO VIDEOS

The Career Assessment and Placement Center has recently completed two videos about its program. One video, titled "The Best That You Can Be" gives a general overview of the program. It shows students out in the community on job sites and participating in a variety of independent living skills training activities.

The second video is titled "Help Wanted," and is geared toward briefly informing employers about our program. It focuses on job sites where students are working, and also has positive comments from several employers who work with our program.

"The Best That You Can Be" video is approximately 19 minutes long, and the "Help Wanted" video is 9 minutes long.

If you are interested in seeing either of these videos, or know of someone who could benefit from seeing them, please contact Ann Garten, 698-8121, extension 315.

EMPLOYER ADVISORY COMMITTEE BEING FORMED

The Career Assessment and Placement Center is in the process of forming an Employer Advisory Committee. This committee will meet approximately twice each year, and cover such issues as: how can our students/clients be more successful on the job; are we providing adequate support staff; how can we better prepare our students for employment while they're in school; and ways to network within the business community.

Anyone interested in participating on this committee please contact Dan Hulbert, 698-8121, extension 307.

CAPC HAPPENINGS

SINCE NOVEMBER, 1986

Meetings and Conferences Attended/Hosted By CAPC Staff Included:

- Eastern L.A. Regional Center for the Developmentally Disabled Vendors Action Network
- Project Work Ability Regional Meeting - Torrance
- Developmental Disabilities Area Board X/Eastern L. A. Regional Center's Supported Employment Implementation Team
- SH Supported Work Project Planning Committee
- Deaf/Blind Transition
- CA Dept. of Developmental Services Supported Employ. Consortium - Sacramento
- Job Developer Network Meeting - Covina
- University of Illinois Transition Institute Technical Assistance Workshop - San Diego
- Bridging for Services Conference - Cal State San Bernardino
- L.A. County Commission on Disabilities

Presentations On CAPC's Model Program Were Made To The Following:

- L.A. County Administrators of Special Ed.
- L.A. County Parent Meeting - Downey
- Developmental Disabilities Area Board X Transition/Supported Employment Conference - Los Angeles

Individuals Who Visited/Toured CAPC'S Model Program Represented The Following:

- University of Illinois Transition Center
- North Los Angeles County Regional Center
- Ventura County Department of Education
- Sweetwater School District
- California State University, Los Angeles
- St. Cloud-MN Univ. College of Education

Requested Information On CAPC'S Program Was Mailed To The Following:

- Citizen Alliance to Uphold Special Education - Lansing, MI
- Wanemburg R-VI School District - Warrensburg, MO
- Monterey County Office of Education - Salinas, CA
- In-Home Supportive Services - Norwalk
- North Central Regional Education Service Agency - Fairmont, WV
- Beverly Hills Unified School District
- Eastern L.A. Regional Center
- Regional Ctr. of East Bay - Concord, CA
- AZ Dept. of Economic Security - Coolidge
- Berkely Unified Schools - Berkely, CA
- L.A. Unified School District
- Liberty High School - Brentwood, CA
- University of Idaho - Moscow, ID
- CA State Dept. of Education - L.A.
- Illinois Dept. of Education - Chicago, IL
- Hardwick Union School Dist. - Hanford, CA
- Buena Park High School - Buena Park, CA
- Montana Employment Project - Helena, MT
- Central Valley Training - Stockton, CA
- Companion Technologies Project - Tucson
- Syracuse University, NY
- West Valley School, Kerman, CA
- Desert Valley High School, Phoenix, AZ
- Professional Support Serv., Nelson, BC
- Martin County DAC, Sherburn, MN
- Fresno County Schools, CA
- Utah School for the Blind, Ogden, UT
- Cherry Creek Schools, Aurora, CO
- People First, Sacramento, CA
- Adicott School, Fresno, CA
- ABCO Inc., Boston, MA
- San Francisco Unified School District, CA
- Ingham School, Salinas, CA
- Assoc. for Retarded Cit., Arlington, TX
- Konocti Instructional Serv. Lakeport, CA
- Redwood Coast Regional Ctr., Eureka, CA
- University of San Francisco, CA
- Adult Development Center, Stockton, CA
- Project Rescue, Atlanta, GA
- Adult/Child Dev. Ctr., Lewiston, ID
- Comprehensive Developmental Services, Valdosta, GA
- VA Dept. of MH/MR, Richmond, VA
- Office of Special Employment, Radfor, VA
- Brewer Regional Program, Brewer, ME
- Bunche Career Center, Metairie, LA
- Division of Rehab. Services, St. Paul, MN
- Productive Living Board, St. Louis, MO
- B.E.S.T.-Lincoln, Boise, ID

CAPC HAPPENINGS

(Continued)

- Special Education Professionals: Columbus, OH; San Diego, CA (2); Greensburg, PA; Belmont, MA; Portland, OR; Centerville, UT; Layton, UT; Fresno, CA; Orrinston, ME; Calgary, Alberta; San Luis Obispo, CA; Concord, NH; Richmond, CA; Manhatten Beach, CA; Marshalltown, IA; Fontana, CA; Arroyo Grande, CA; Seattle, WA; Spokane, WA; Sacramento, CA; Boulder Creek, CA; Chula Vista, CA; Aiea, HI; Citrus Heights, CA

HARRIS POLL ON DISABILITY

In the fall of 1985, Louis Harris and Associates conducted a poll called "Disabled Americans' Self-Perceptions: Bringing Disabled Americans Into the Mainstream." The survey was designed to address three major questions:

1. How has life changed for Americans with disabilities?
2. What does it mean to be a person with a disability?
3. Are people with disabilities working?

Some of the highlights of the survey results include:

- Seven out of ten persons with disabilities say that things have gotten somewhat better or much better for people with disabilities during the past ten years.
- A two-thirds majority of Americans with disabilities think that Federal laws passed since the late 1960's to give better opportunities to Americans with disabilities have helped either a great deal or somewhat.
- Forty percent of all persons with disabilities who are 16 and over, did not finish high school.
- Only 29 percent of persons with disabilities say they have at least some college education, compared to 48 percent of persons who are able-bodied.
- Americans with disabilities are much poorer than are Americans who are not disabled. The more severe the disability, the greater the poverty.
- Two-thirds of all Americans with disabilities who are between ages 16 and 64, are not working. Only one in four works full-time, and another 10 percent work part-time.
- Two-thirds (66 percent) of those under 65 and not working say that they want to work.

This poll is significant, because statistics on disabilities are very scarce; and studies which include the self-perceptions of people with disabilities are scarcer still. Copies of the entire Harris Poll may be obtained for $5.00 from International Center for the Disabled, Education & Training, 340 East 24th Street, New York, New York 10010, 212/679-0100.

Orange Co. Dept. of Ed.
Newsletter - Winter, 1986

SEX AND THE DISABLED TEEN

The Human Sexuality Supplement to CURRENT HEALTH 2, published by Curriculum Innovations, Inc., discusses the topic, Sexuality and the Disabled Teen. Written by Dr. Domeena C. Renshaw from Loyola University in Chicago, the article is a good vehicle for starting discussions and bringing this sensitive topic to the forefront. It deals openly and honestly with a number of sexuality-related problems, such as self-confidence, relating to others, and exploitation. Included are a number of values clarification questions to help teens, although they are posited toward a non-disabled audience. For further information, write to Curriculum Innovations, Inc., 3500 Western Ave., Highland Park, IL 60035.

Mainstream
August, 1985

BEYOND THE BOTTOMLINE . . .

EDITOR . . . . ANN GARTEN

PRODUCTION . . . . JILL KERL

The Career Assessment and Placement Center is a joint effort of the Whittier Union High School District and the Whittier Area Cooperative Special Education Program in collaboration with the California State Department of Rehabilitation.

Individuals, mildly to severely disabled, may receive career education, vocational counseling, vocational evaluation, independent living skills training, work adjustment and preparation, and job development and placement services.

For more information on the Center's
total program services
contact:

CAREER ASSESSMENT AND PLACEMENT CENTER
9401 South Painter Avenue
Whittier, CA 90605
698-8121

Rehabilitation Services Administrator
Dan Hulbert

Monthly Publication
NO. XLIII

Whittier Union High School District
9401 South Painter Avenue
Whittier, California 90605
(213) 698-8121

CAREER ASSESSMENT AND PLACEMENT CENTER

CAREER EDUCATION/TRANSITIONAL PROGRAM

DISSEMINATION MANUAL

PREPARATION OF THIS MANUAL
WAS SUPPORTED BY
OSERS GRANT NO. G008430105

MARCH, 1988

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CAREER ASSESSMENT AND PLACEMENT CENTER (CAPC) - MANUAL

WHAT IS THE CAREER ASSESSMENT AND PLACEMENT CENTER (CAPC)?

The Career Assessment and Placement Center (CAPC) is a joint effort of the Whittier Area Cooperative Special Education Program and the Whittier Union High School District. Started in December, 1979, the Center provides vocational and independent living services to individuals who have been diagnosed as having a physical, mental, or emotional disability, who have minimal self-care skills, and who are junior high school age or older.

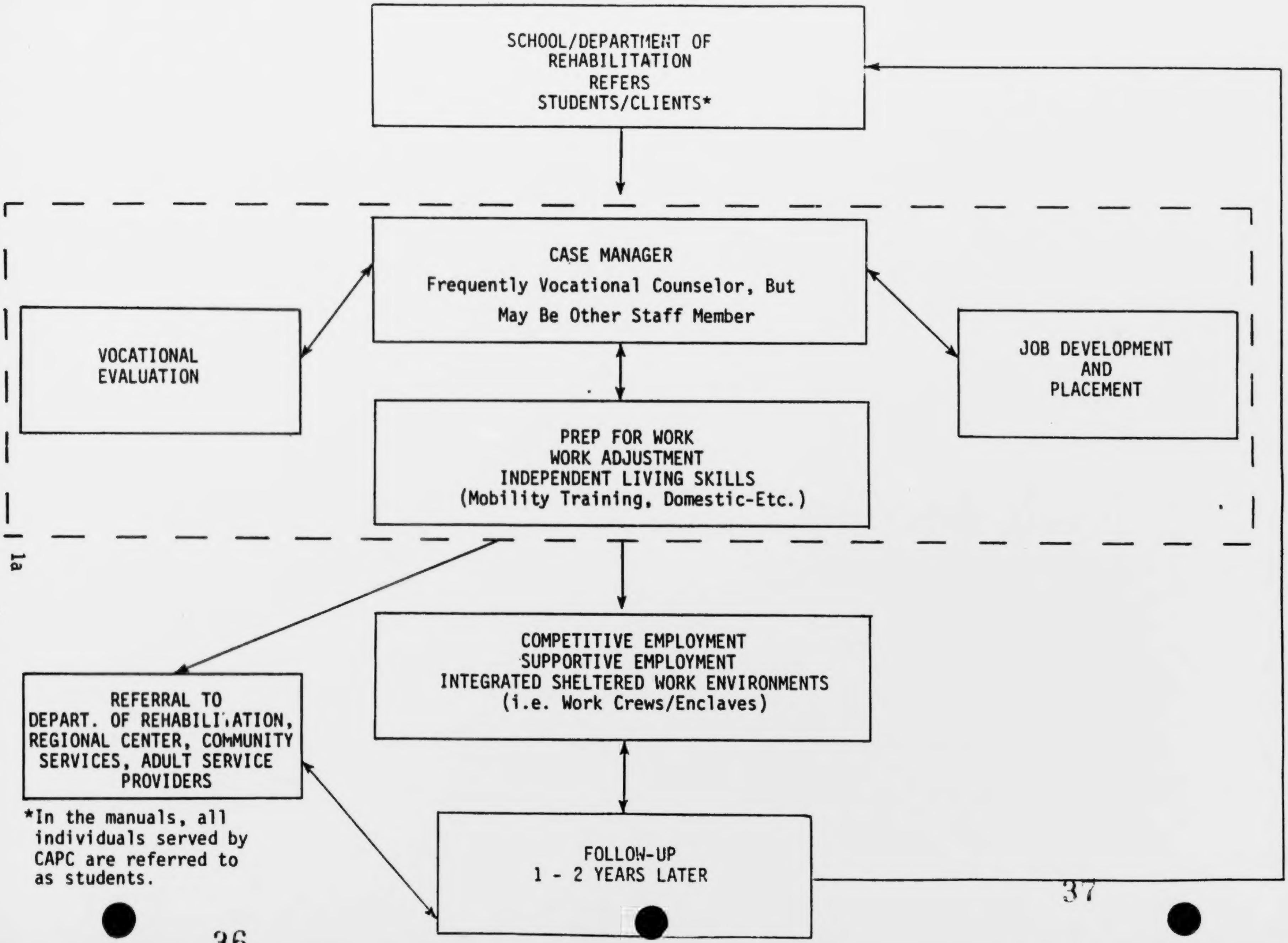
Housed on one site, CAPC provides a comprehensive transition program which includes the following services: Vocational Counseling; Vocational Evaluation; Work Adjustment; Independent Living Skills; Preparation for Work; Job Development/Placement; and Career Education. Recognizing that such a program is ideal but not always possible, CAPC stresses that it is not necessary to provide all the services listed above in order to begin a school-to-adult life transition program. Any of these services could function independently or in conjunction with one or two other services and could be provided by the same service provider (i.e., teacher), or in cooperation and coordination with other service providers (i.e., teacher, counselor, psychologist). LIkewise, any of the CAPC manuals can be used independently or in combination with others.

This manual deals with the curriculum content or instructional components of CAPC which include the programs entitled: Career Education, Work Adjustment, Preparation for Work, and Independent Living Skills/Transition. These programs provide direct instruction to students, or instruction to teachers in the skills necessary for /choosing, finding, and keeping a job, and integration into the community. The manual can be used independently to provide guidance in establishing an instructional program in Career Education, or it can be used in conjunction with one or two others to develop a more comprehensive program. For example, this manual could be used independently by a classroom teacher to develop units on job-seeking and job-keeping skills. Or, it could be used in combination with Job Development and Placement to both prepare students for, and place them in, jobs. Refer to the flow chart on the following page to see how these instructional programs fit into the total CAPC model.

PURPOSE OF THIS MANUAL

The purpose of this manual is to provide assistance and direction to anyone who might be starting a new instructional program in the area of Career Education/Transitional Programs. Whether this person is an administrator, teacher, counselor, etc., the manual will aid in establishing curriculum content, policies

CAPC TRANSITION MODEL


SCHOOL/DEPARTMENT OF REHABILITATION REFERS STUDENTS/CLIENTS*
CASE MANAGER
Frequently Vocational Counselor, But May Be Other Staff Member
VOCATIONAL EVALUATION
JOB DEVELOPMENT AND PLACEMENT
PREP FOR WORK
WORK ADJUSTMENT
INDEPENDENT LIVING SKILLS
(Mobility Training, Domestic-Etc.)
COMPETITIVE EMPLOYMENT
SUPPORTIVE EMPLOYMENT
INTEGRATED SHELTERED WORK ENVIRONMENTS
(i.e. Work Crews/Enclaves)
REFERRAL TO DEPART. OF REHABILITATION, REGIONAL CENTER, COMMUNITY SERVICES, ADULT SERVICE PROVIDERS
FOLLOW-UP
1 - 2 YEARS LATER

*In the manuals, all individuals served by CAPC are referred to as students.

and procedures, and in selecting and creating instructional materials. The manual contains a description of each instructional program, the services provided by that program, procedures for implementing services, commercial and CAPC-developed materials which are used for instruction, and samples of letters and forms developed and used by CAPC.

CAREER EDUCATION

Description of Services

Career Education is a component of CAPC which assists special education teachers (K-12) in integrating Career Education into their curriculum. Assistance is designed to provide disabled students with a basic understanding of the world of work and to promote realistic career goals.

A Career Educator assists teachers with instructional strategies, methods, and materials necessary for developing and achieving individualized career goals and objectives.

Policies and Procedures

Admission Criteria

Any K-12 grade special education teacher whose students are receiving services within the Whittier Area Cooperative Special Education Program (WACSEP).

Referral Procedure

The special education teacher verbally, or by mail, contacts the Career Educator with request for instructional assistance or use of materials.

Program Plan

Upon request for assistance from the teacher, the Career Educator reviews available curriculum aids, instructional aids, instructional strategies, and materials and fulfills the request within two weeks. In the event that the request cannot be met because of unavailable aids or materials, the teacher is notified and alternative materials are suggested. Instructional strategies often include serving as a resource to teachers in lesson plan development and teaching demonstration lessons. Inservice training is provided or coordinated based on the needs expressed by teachers in informal surveys and program planning meetings. The Career Educator coordinates program planning and activities by adapting exemplary programs and/or developing new ones as needed.

Program Review

All inservice workshops are reviewed through post workshop evaluations completed by the participants. The consultative services of the Career Educator are reviewed in the Career Assessment and Placement Center's annual Program Survey that is distributed to all special education teachers. See Appendix for sample forms and letters.

Strategies, Materials, and Methods

The Career Educator provides special education teachers with strategies, materials, and methods through a wide variety of resources, such as handbooks, kits, textbooks/workbooks, audio-visual materials, guides, and comprehensive programs (Project Discovery and Project Worth).

Strategies include:

1. Assessing career skills, knowledge, and attitudes;

2. Developing career-related goals and objectives;

3. Using district resources (materials, projects, staff, etc.);

4. Using community resources; and

5. Removing biases and stereotyping.

Methods and materials include these content areas:

1. Self-awareness

2. Career exploration

3. Decision-making

4. Communication skills

5. Job-seeking and job-keeping skills

6. Appropriate work and social behaviors

7. Money management

8. Basic academic skills

9. Basic sensory/motor skills

Materials used include:

Comprehensive programs —

a. Project Discovery

This is a career exploration system consisting of a combination of individualized, "hands-on", simulated work activities for students in grades 6-10. The program offers 29 separate work units to choose from, covering a wide range of occupations. For example, there are units on: Dental Care, Auto Body, Filing, Masonry, Medical Patient Care, Wall Covering, Basic Typing, etc. Each unit is self-contained and includes: student instructions, instructor's notes, student evaluation/progress forms, tools, equipment, and supplies. Some unit parts are permanent and some are consumable and replaceable. Guidance and counseling components are also available. This system is commercially marketed through Prentice-Hall. At CAPC, Project Discovery is housed in a mobile trailer and travels to different campuses where it remains for 5 to 6 weeks. A specially trained Vocational Specialist accompanies the trailer to assist teachers and students in utilizing the system. The great advantage to having the project in a trailer is that valuable time is not lost in transporting students between school and an off-campus site. Although both high schools and junior high schools are served, CAPC believes that the project is best suited to junior high school students. See Appendix for sample forms and letters used with Project Discovery.

b. Project Worth

This is an ESEA Title IV-C funded project designed to develop curriculum and train personnel to bring career education to special education students in elementary grades through high school. The curriculum is divided into three areas: Social Skills, Academic Skills, and Sensory/Motor. Each curriculum activity is based on student competencies which assist teachers in writing IEPs (Individual Education Plans).

PREPARATION FOR WORK

Description of Services

This is a program designed to provide students with the knowledge, skills, and behaviors necessary to successfully acquire and maintain employment. It is divided into three areas of study: job-seeking, job-keeping, and independent living skills. Students attend the program two periods a day for 12 weeks. Six weeks is devoted to career exploration and job-seeking, three weeks to job-keeping, and three weeks to independent living.

I. Job-Seeking

Students develop job-seeking skills necessary for choosing, finding, and securing an occupation. Three major areas of instruction are included: career exploration; how to find a job; and job applications, resumes, and interviews.

1. Career exploration - During this section of the program, students examine first-of-all, their own interests, values, and abilities. Secondly, they examine information on various careers related to their interests.

2. How to find a job - Students investigate two or three occupations of their choice, gathering information about salaries, necessary education/training, prospects for the future, working conditions, etc. Next, they explore ways to find their chosen jobs, such as personal contacts, want ads, yellow pages, public and private employment agencies, etc.

3. Job applications, resumes, and interviews - Each student has to complete a "Career Passport" which aids him/her in completing job applications. On this "Passport", all the information necessary for filling out an application is condensed. Once this is completed, students practice filling out different applications. Next, the staff helps each student to develop a resume using information from their "Passport". After their resume is completed, they are instructed on how to update the resume. When students complete this program, they take 5 resumes with them and the Center keeps one. After the resumes are completed, students learn how to prepare for a job interview and how to conduct themselves during an interview. They practice interviewing skills through role-playing. Students rate each other on how they performed during the interview. After students are comfortable with the interviewing process, they are videotaped during a simulated interview. This enables them to critique their own performance.

II. Job-Keeping

This area of Preparation for Work focuses on developing knowledge essential to understanding the purpose of employment, and developing behaviors and attitudes critical to maintaining a job. Students explore units on work attitudes and habits, getting along with others, and reasons for working. Instructors stress that the world of work is different from school and they need to develop a "work attitude". Behaviors that communicate a positive attitude and behaviors that facilitate getting along with others are examined. On visitations to businesses, managers talk with students about employer expectations regarding appearance, punctuality, attendance, smoking, etc. Instructors note that hearing this from a manager tends to have more impact than just hearing it from them. This section of the program also deals with paychecks and benefits, providing students with an understanding of payroll deductions, and fringe benefits.

III. Independent Living Skills

Instruction in this area is designed to teach students to deal with the practical aspects of living on their own. Students develop skills in finding an apartment, shopping, banking, using community services, transportation, and personal grooming.

Policies and Procedures

Admission Criteria

The admission criteria is that the student is displaying inappropriate behaviors and/or is lacking in academic, grooming, hygiene, social, and/or vocational skills, as determined by the referral source.

Referral Procedure

The Vocational Counselor/Case Manager coordinates the enrollment of a student in the Preparation for Work class that is conducted by the Work Adjustment Specialist.

Intake and Orientation Procedure

For students in the Preparation for Work class, an orientation is provided on their first day of attendance with an explanation of the specific service and the physical lay-out of the facility.

Program Plan

During the intake interview, a Work adjustment component of the IEP (Individual Educational Plan) is developed by the student and Work Adjustment Specialist. The Plan outlines the objectives to be achieved. Signed Permission to Participate in Off-Campus Activities letters and Emergency Cards are required for all field trips.

Program Review

The students in the Preparation for Work class are graded every six weeks.

Exit Criteria

Services are terminated when:

a. Training objectives have been met; or

b. The Work Adjustment Specialist and referral source

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agree to terminate services due to medical reasons, behavior problems, excessive absences, scheduling difficulties, etc.

See Appendix for sample forms and letters.

Strategies, Methods, and Materials

Philosophy

Although a large variety of printed and audio-visual materials are employed in a classroom-type setting, Work Adjustment Specialists, providing instruction in Preparation for Work, emphasize a need for utilizing a network of community sites to teach students. Since many students lack exposure to the world of work, and knowledge of skills necessary for living independently, visitations into the local community are essential to developing awareness of jobs, businesses, community services, etc. Also, hearing information from business people sometimes has more impact on students than hearing it from teachers.

At CAPC, some community sites were initially established through Job Development and Placement, but now instructors do this themselves through personal acquaintances and calling businesses on the phone. They contact agencies, such as hospitals, car dealerships, banks, grocery stores, apartments, etc., to set up field trips and bring in guest speakers. CAPC has generally found the local community happy to cooperate with the school district.

Strategies, Methods, and Materials Used

I. Job-Seeking - Job-seeking is divided into three areas of study: career exploration, how to find a job, and job applications, resumes, and interviews.

1. Career exploration- Students examine their own interests, values, nd abilities through:

a. group discussion;

b. use of workbook entitled, Janus Job Planner;
c. textbook entitled, Entering the World of Work;

d. field trips (hospitals are good for field trips since students are able to observe a wide variety of occupations);

e. other printed materials. (See Appendix and Annotated Bibliography for more information.)

After students have explored their interests, they examine various careers related to these interests. Career information is obtained through:

a. the GIS computer;

b. Gould filmstrips;

c. the Dictionary of Occupational Titles;

d. The Occu-File;

e. field trips;

f. other printed materials. (See Appendix and Annotated Bibliography for more information.)

2. How to find a job - Students investigate 2 or 3 occupations of their choice, gathering information about salaries, necessary education/training, prospects for the future, working conditions, etc., through:

a. the GIS computer;

b. library materials;

c. field trips;

d. other printed materials. (See Appendix and Annotated Bibliography for more information.)

Next, students explore ways to find their chosen jobs, utilizing resources such as:

a. personal contacts (friends, relatives);

b. want ads;

c. yellow pages;

d. Employment Development Department

e. public and private employment agencies;

f. other printed materials. (See Appendix and Annotated Bibliography for more information.)

3. Job applications, resumes, and interviews - Students learn to fill out job applications through:

a. completing a "Career Passport" which contains personal information necessary for filling out applications;

b. practice on sample and actual job applications;

c. other printed materials. (See Appendix and Annotated Bibliography for more information.)

The staff helps each student to develop and learn how to update a resume using:

a. information from the "Career Passport";

b. CAPC-developed resume form;

c. other printed materials. (See Appendix and Annotated Bibliography for more information.

Students learn how to prepare for a job interview, and how to conduct themselves during an interview through:

a. CAPC-developed and commercial lists of questions frequently asked during job interviews;/

b. CAPC-developed lists of positive and negative behaviors during an interview;

c. CAPC-developed lists of things you should do and know to prepare for an interview;

d. CAPC-developed sample interview dialogues;

e. CAPC-developed interview checklist;

f. commercially published, Janus Job Interview Kit;

g. practicing interviewing through role-playing;

h. rating fellow students on how they performed during a mock interview;

i. video-taping of students during simulated interview and self-critique of performance;

j. other printed materials. (See Appendix and Annotated Bibliography for more information.)

II. Job-Keeping - This section of Preparation for Work focuses on reasons for working, attitudes and behaviors necessary for maintaining a job, and paychecks and benefits.

1. Reasons for working- Students explore psychological, social, and economic reasons for working, through:

a. group discussion;

b. textbook entitled, Entering the World of Work;

c. other printed materials. (See Appendix and Annotated Bibliography for more information.)

2. Students learn attitudes and behaviors necessary to maintaining a job. Topics covered include: being honest, attendance and punctuality, willingness to work, accepting orders and criticism, getting along with others, following directions, treating customers well, etc. These topics are investigated through:

a. filmstrips;

b. field trips to local businesses;

c. guest speakers from the business community;

d. textbook entitled, Entering the World of Work;

e. workbooks entitled, Work Attitudes on the Job;

f. other printed materials. (See Appendix and Annotated Bibliography for more information.)

3. Students acquire an understanding of payroll deductions and fringe benefits through:

a. textbook entitled, Entering the World of Work;

b. group discussion;
c. other printed materials. (See Appendix and Annotated Bibliography for more information.)

III. Independent Living Skills - This section of Preparation for Work deals with the practical aspects of living on your own. Topics of study include: finding an apartment, banking, shopping, utilities, transportation, using community services, and grooming.

1. Finding an apartment, shopping, utilities, and banking are explored through:

a. textbook entitled, Entering the World of Work;

b. filmstrips which correspond with text;

c. filmstrips and worksheets published by Singer;

d. actual consumer materials;

e. various workbooks published by Janus;

f. guest speakers (the Bank of America will send out a representative);

g. field trips (to grocery store, credit union, apartments, utility companies, etc.);

h. practice in keeping a personal budget;

i. other printed materials. (See Appendix and Annotated Bibliography for more information.)

2. Students learn to use community resources, such as police and fire departments, and health-care facilities through:
a. guest speakers;

b. field trips;

c. group discussion;

d. selected printed materials. (See Appendix and Annotated Bibliography for more information.)

3. Mobility training provides students with driver's education and training in using public transportation through:

a. workbook entitled, Life Skills Driving;

b. Department of Motor Vehicles publications;

c. local bus schedules;

d. practice in using public transportation;

e. other printed materials. (See Appendix and Annotated Bibliography for more information.)

4. Students study grooming, increasing awareness of appearance, and behaviors necessary to maintaining an acceptable appearance. This area is covered through:

a. guest speakers;

b. field trips;

c. textbook entitled, Entering the World of Work;

d. other printed materials. (See Appendix and Annotated Bibliography for more information.)

WORK ADJUSTMENT

Description of Services

This is a program which, through individual instruction and small group interaction, helps students to develop and maintain the skills and behaviors necessary for a personal optimum level of vocational and social functioning. Areas of instruction are determined according to individual need and may include: job-seeking and job-keeping skills, independent living skills, communication skills, and academic skills which are directly related to the student's vocational goals.

Students are referred to Work Adjustment by their special education teacher or Vocational Counselor/Case Manager. Once the referral is received, the Work Adjustment Specialist develops a plan to meet the referral request. The referral source may request Specialists to create a skill, maintain a skill, or modify a behavior. Work Adjustment Specialists meet requests in a wide variety of subject areas such as: basic math, budget counseling, making change, career exploration, sex education, health education, preparing for a specific test (such as the Armed Forces Test), mobility training, etc. At present, the majority of requests have been for mobility training, including driver's education and using public transportation.

Work Skills Program

A specialized section of Work Adjustment is a program entitled, Work Skills. This program is designed for severely handicapped students from junior high school to 18 years of age. Students work on individually determined plans based on classroom teacher requests. Areas of instruction include career exploration and development of work skills/behavior.

The special education teacher decides how he/she wants students to attend the program. Students may attend 1 to 4 days a week for 6 weeks or on an ongoing basis. The Work Adjustment Specialist develops an individual plan for each student. The Specialist works closely with the teacher, visiting the classroom to observe students in that environment, and inviting the teacher to visit and observe students in the program. Also, daily reports are sent to teachers while students are in the program.

Low student/staff ratios (maximum is 4 to 1), allows students to be closely monitored as they are trained by Vocational Specialists in real work situations on actual job sites in the community. Typical training tasks include sorting, cleaning, fast food jobs, assembly line work, etc.

Policies and Procedures

Admission Criteria

The admission criteria is that the student is lacking in basic information regarding the types of jobs available and the world of work and needs to develop basic work skills and behavior.

Referral Procedures

The special education teacher completes and submits a Work Adjustment referral form to the Work Adjustment Specialist for student to participate in Work Skills.

Intake and Orientation Procedure

Upon receipt of the referral, the Work Adjustment Specialist reviews the student's case record, discusses the referral with the classroom teacher to set priorities for services, and schedules a starting date for services. An orientation is held on the first day of service, at which time services are explained to the student with an explanation of the physical lay-out of the job site.

Program Review

A Vocational assessment is conducted once a month for the students participating in Work Skills.

Exit Criteria

Work Skills Program services are terminated when:

a. Training objectives have been met; or

b. The Work Adjustment Specialist and referral source agree to terminate services due to medical reasons, excessive behavior problems, excessive absences, scheduling difficulties, etc.

See Appendix for sample forms and letters.

Strategies, Methods, and Materials

Work Adjustment Specialists work with students in subject areas such as mobility training, basic math, grooming, health education, job-seeking skills, work attitudes, etc. Students work on individually determined objectives through:

a. individual tutoring;

b. small group instruction;

c. field trips;

d. practice in using public transportation;

e. driving simulators and behind the wheel training;

f. workbook entitled, Life Skills Driving;

g. materials printed by the Department of Motor Vehicles;

h. practice in taking written portion of driving test;

i. CAPC-developed materials which include worksheets, transparencies, and cassettes;

j. other printed materials specific to stated objectives. (See Appendix and Annotated Bibliography for more information.)

In Work Skills, students work on individually determined behaviors through:

a. training in real job situations on actual job sites; and

b. printed materials specific to stated objectives.

TRANSITION

Description of Services

This program is designed for students between the ages of 18 and 22 who have not yet mastered the skills necessary for independent living. It enables these students to live and work as independently as possible by providing extensive "hands-on" training in the community in addition to classroom instruction. Students receive vocational, domestic, consumer, and mobility training.

The goal of this program is for students to master as many independent living skills as possible. Instruction is designed to maximize independent functioning in the home, in the community, and on the job. This is taught through application of skills in the community to the greatest extent possible. Students work in classrooms only when they are not ready to be in the community. All students work toward competitive employment. If it is determined that a student is not yet capable of obtaining competitive employment, the following alternatives are considered: supportive employment, composite employment, work crews, or volunteerism.

Students are usually referred to the program by special education teachers or CAPC staff, although some adult students are referred through Regional Center. Students usually have been through Vocational Evaluation and Preparation for Work, and usually have completed 4 years of high school but have not yet graduated. Once they are in the program, vocational, domestic, consumer, and mobility skills are evaluated. The skills they need to develop are determined, and a specific instructional plan (IEP) is designed. This plan may include writing differential standards for high school proficiencies. After the plan is designed, implementation, monitoring, and evaluation of program effectiveness begins. Individual programs may include the following areas of instruction: vocational, domestic, consumer, and mobility.

1. Vocational

Once the student has been evaluated and the vocational goals have been determined, implementation of vocational training and placement is handled through Job Development and Placement. The Transition Instructor may provide instruction in job-seeking and job-keeping skills, and academic skills directly related to their job, as needed. See Appendix for detailed list of objectives which could be covered.

2. Domestic

The Transition Instructor provides instruction in: hygiene, grooming, laundry, meal planning, cooking, cleaning, etc., based on individually determined needs. See Appendix for detailed list of objectives which could be covered.

3. Consumer

Students receive instruction in shopping, banking, budgeting, finding a place to live, utilizing recreational facilities, etc., as needed. See Appendix.

4. Mobility

Driver's Education

Transition Instructors provided training which will enable students to obtain a driver's license. Instructional needs are individually determined, and may include: vocabulary development, reading, traffic rules, simulated behind-the-wheel practice, etc. See Appendix.

Public Transportation

Students receive instruction in using locally available public transportation. Typically, they learn to read bus schedules, plan routes, and practice getting to and from desired destinations safely and on time. See Appendix.

Orientation and Mobility

An Orientation and Mobility Specialist works with CAPC to train visually impaired students. The Specialist assesses students' visual abilities, identifies orientation and mobility goals, and trains the student to get around as independently as possible. Training may include but is not limited to:

a. learning to get around the Center;

b. learning to get around the community;

c. street safety;

d. shopping (orientation to local stores, navigating aisles);

e. using public transportation;

f. orienting to work site;

g. cane travel.

5. Recreation/Leisure

Transition instructors provide instruction in the use of community resources for recreation and leisure. This instruction includes using YMCA/YWCA facilities for swimming, exercise, fitness instruction; also, instruction on the use of health spas and community recreation facilities. Students receive instruction on the use of museums, movies, and live theater. Strategies include: Visits to health facilities; obtaining admission to Center (may include membership); practice in use of facilities; participation in group leisure activities; and necessary safety training (CPR) for recreational activities.

6. Community/Consumer

Transition instructors provide instruction in the use of community retail outlets for making purchases. Students are instructed in the use of their local grocery store, drug store, and department store. It is important to provide instruction in the actual use of retail outlets that they will use because students frequently have difficulty generalizing to different stores. The goal of this instruction is to have the students make purchases without assistance. Strategies used include trips to the actual stores that students will use; a coaching process to assist them in selecting goods and purchasing those goods; using money and collecting change.

7. Social/Sexual

Transition instructors provide training in social skills and appropriate understanding and expression of sexuality. During social skills training, students receive instruction in the discrimination of strangers and friends. How to effectively respond to others to be safe in the community. Students receive instruction in the physiology and social significance of sexuality. Appropriate expressions of sexuality are also presented.

Policies and Procedures

Admission Criteria

The admission criteria is that the individual be a WACSEP high school student between the ages of 18 and 22 or an adult client of the local Regional Center who lacks vocational, domestic, consume, and/or mobility skills necessary for independent living.

Referral Procedure

The special education teacher or a member of the CAPC staff verbally refers the student to the Transition Instructor.

Intake and Orientation Procedure

Upon receipt of the referral, the Transition Instructor discusses the referral with the referral source to establish priorities for services, goals, objectives, and schedules for activities. The Transition Instructor then meets with the student, and possible the parents, to explain the services to be provided.

Program Plan

The Transition Instructor jointly develops the Transition IEP objectives with the student and perhaps the special education teacher and parents. Specific training plans are then developed by the Transition teacher to meet the objectives.

Program Review

The student's IEP is reviewed semi-annually.

Exit Criteria

Services are terminated:

a. in the case of WACESEP students, when he/she graduates from high school or is 22 years old; or

b. when the Transition objectives have been met; or

c. when the Transition Instructor and referral source agree to terminate services due to medical reasons, behavior problems, excessive absences, scheduling difficulties, etc.

See Appendix for sample forms and letters.

Strategies, Methods, and Materials

Students in this program work toward individually determined objectives through small group and individual instruction. Since the students have difficulty generalizing skills learned in the classroom to community sites, the majority of the evaluation and instruction are conducted in the community. CAPC emphasizes the importance of using real vocabulary, real materials, real situations, real job sites, real shopping malls, etc., to provide instruction.

Evaluation

Evaluation of independent living skills is primarily conducted in the community by taking students out and actually seeing how well they can function. Can they use public transportation, shop, bank, prepare a meal, etc.? Other methods of assessment include:

a. reviewing relevant paperwork from Vocational Evaluation, Preparation for Work, Regional Center, medical reports, psychological reports, etc.;

b. meeting with student, parents, and teacher to determine needs and interests;

c. see how well the student can use actual printed materials such as bus schedules, written test for driver's license, deposit slips, newspaper ads, etc.

Vocational

Students are referred to Job Development and Placement for job training and placement in the community. Transition Instructors provide additional instruction in vocational areas as needed. This may include instruction in job-seeking, job-keeping, and/or academic skills directly related to their job, such as making change or reading certain types of vocabulary. Also, the program can provide an aide to stay with a student during work training when needed. It is sometimes a selling point with employers if you can tell them that you have a student that needs training and an aide will stay with him/her if the employer wishes.

Training is provided through:

a. individual and small group instruction;

b. "real-life" printed materials specific to individual need.

Domestic

Domestic training includes instruction in areas such as hygiene, grooming, laundry, meal planning, cooking, cleaning, etc. Again, CAPC stresses the need for community-based instruction. It is important that domestic training take place in the student's residence and not in a home economics classroom. Students may not be able to use a stove or dishwasher at home if they have been trained on a different type in a classroom.

Training is provided through:

a. individual and small group instruction;

b. "real-life" printed materials such as cookbooks and instructions printed on consumer goods.

Consumer

Again instruction is community-based, utilizing local grocery stores, malls, banks, recreational facilities, etc. Students are instructed in the classroom only if it is determined that they are not ready for the community. When using printed materials, actual consumable materials are utilized. It is important that students be instructed in the actual facility they will be using. For example, they should learn grocery shopping at the local market that they will be using since they may not be able to transfer learning from one market to another. The same is true for banks, malls, recreational facilities, etc.

Mobility

Students are instructed in the community in local facilities, using actual materials for the type of transportation they are learning. Three types of mobility training are offered.

a. Driver's Education- Students receive individual and small group instruction. They use materials printed by the Department of Motor Vehicles, such as handbooks and samples of written tests. They also receive behind-the-wheel training using a driving simulator.

b. Public Transportation- Students receive individual and small group instruction. They use actual bus schedules to plan routes and practice getting to and from the places they live, work, shop, etc. A "shadowing" process may be utilized to train students while actually out traveling in the community. Students are also taught how to ask for help if lost, to carry proper identification, and/or to use communication aids (written messages, picture cards, typewriter-type communicator) if necessary.

c. Orientation and Mobility- An Orientation and Mobility Specialist provides one-on-one instruction to visually impaired students, training them to get around their home, community, school, and/or place of work as needed.

LIST OF APPENDICES

A. Career Education

B. Preparation For Work

C. Preparation For Work - Job Seeking Skills
Career Exploration

D. Preparation For Work - Independent Living Skills

E. Preparation For Work - Job Keeping Skills

F. Work Adjustment

G. Independent Living Skills - LH/SH Transition

H. Bibliography Of Instructional Materials

I. Order Form For Teacher Handbooks

APPENDIX A

CAREER EDUCATION

1. Project Discovery Guidelines
2. General Procedures for Project Discovery Technician
3. Letters to schools asking if they want Project Discovery on campus
4. Letter to teachers regarding Project Discovery's arrival on campus
5. Letter to administrators notifying of Project Discovery's departure
6. Letter to teachers to evaluate Project Discovery
7. Project Discovery packages available in mobile unit
8. Project Discovery Schedule
9. Project Discovery Daily Log
10. Project Discovery Mid-schedule Report
11. Project Discovery Summary Sheet

CAREER ASSESSMENT AND PLACEMENT CENTER

PROJECT DISCOVERY GUIDELINES
FOR SUPERVISORS AND TEACHERS

The rules for the "classroom management" of the trailer are as follows:

1. No more than 5 special education students per adult (no exception).
2. An aide or teacher must **actively** assist the Vocational Specialist whenever one-on-one instruction is necessary.
3. There will never be more than 5 students in the trailer at any one time. Class size must be limited for safety reasons and to provide one-on-one instruction.
4. Learning in the trailer is a privilege for students; if they are not interested and cooperative, they will lose the privilege.
5. Acting out and/or destructive behavior will **not** be tolerated.
6. Students must spend the last 5 - 10 minutes of each class on clean-up tasks.
7. The Project Discovery Specialist reserves the right to limit the number of students if, in her judgment, learning is being jeopardized by the largeness or behavior of the group.
8. Special education students have top priority when determining what student population is to use Project Discovery.

ASSIGNMENT OF STUDENTS

1. Never assign a student for 5 days per week.
2. Ideally, students should be scheduled for single period combinations like Monday, Wednesday, or Friday, or 2-day combinations like Tuesday and Thursday.
3. Students may be scheduled for double periods for no more than 2 days per week. Ideally, this would be Tuesday or Thursday, or any 2-day combination (high school only).
4. If possible, students should attend the trailer 2 - 3 days per week for 5 weeks.

Note to Supervising Teachers and Aides:

1. If supplies are getting low or are missing, please notify the Project Discovery Specialist or the Project Discovery Supervisor, Karen Spradlin at (213) 698-8121, extension 320.
2. If problems or questions arise, please feel free to discuss them with one or both of us.
3. All teachers or aides using the trailer must attend the Project Discovery Orientation (purpose, goals, objectives, and units available) given the first Tuesday of the school's schedule. At this meeting you will be given Student Information Sheets, which are to be returned to the Specialist prior to the instructional session of your students.

GENERAL PROCEDURES FOR PROJECT DISCOVERY TECHNICIAN

1. Roll call procedures and lists
2. Explain rules and regulations
    a. Attendance and tardiness
    b. Class behavior
        1) Excessive talking
        2) Disruptive behavior
        3) Misuse of equipment or wasting materials
        4) Misbehavior may result in a return to classroom or suspension
    c. Ten minute cleanup period
3. Provide an orientation to the trailer (purpose, goals, objectives, and units available).
4. Give pre-test (if student will use 3 or more units).
5. Give selection sheet for 1st, 2nd, and 3rd choice of units.
6. Make a record of the names of students using the various units.
7. Every 2-3 weeks, we should inventory supplies and replenish if needed.
8. Periodic reporting (written or verbal) to the teachers involved is required, and is significantly important.
9. Give students the post-test (same as pre-test) after all units are completed.
10. At the conclusion of each session, complete the Project Discovery Summary Sheet. The white copy goes to the teacher, yellow copy to the Project Discovery Director, pink copy to the Vocational Counselor.
11. The last two days of each session will be spent finalizing reports, inventorying, and preparing the trailer for its move to another campus.
12. On the day of the trailer move, make sure you are present at the designated time with a key in your possession. Pick up the campus key and give it to the person in charge at the new location.
13. The health and care of your students is paramount--know where the Health office is located on campus, what the campus fire drill and disaster drills are, and where the first aid kit is located. Any emergency should be reported to Jill Kerl at the Career Assessment and Placement Center as soon as possible.
14. At least once a week, come to the Center and pick up reports, memos, communication, etc., which are placed in your box.
15. Attend staff meetings whenever possible.
16. Technician absence from trailer during the school day, if at all possible, this should be avoided. However, when it is a necessity, the teachers and students must be notified in advance. This is extremely important in the communication process, and in the maintenance of positive interpersonal relationships.

CAREER ASSESSMENT
& PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121
Dan Hulbert, Rehabilitation Services Administrator

Date: ____________

TO: Special Education Directors or Campus Administrators Involved with Project Discovery

EV

FROM: Ed Vanderhoven, Work Adjustment Specialist

SUBJECT: Project Discovery Schedule for next year

As our current semester draws to a close, we need to formulate plans for next year. In order to adequately plan, I need to have you fill out the bottom portion, and return it to me as soon as possible.

NAME ____________________

SCHOOL ____________________

My preferences are:

____ 1. Skip this coming year.

____ 2. Have a five-week session.

____ 3. Have a six-week session.

____ 4. Have a seven-eight week session.

Preference priority (those who were not scheduled this past year):

I would prefer:

____ 1. Semester one

____ 2. Semester two

NOTE: Those who had Semester 1 this year may have to alternate with those having had Semester 2 as their assigned semester.

Other requests:

Please return to Career Assessment and Placement Center C/O Ed Vanderhoven, Work Adjustment Specialist.

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A JOINT VENTURE OF
Whittier Area Cooperative Special Education Program and Whittier Union High School District
Accredited by the National Commission on Accreditation of Rehabilitation Facilities

CAREER ASSESSMENT
& PLACEMENT CENTER

TO: Principals
Assistant Principals
Special Education Department Charipersons

FROM: Ed Vanderhoven EV
Work Adjustment Specialist

SUBJECT: Project Discovery Mobile Unit

On ______ __________,________________, the trailer will be moved to your campus. The location must be adjacent to a 220 outlet, and the campus operations supervisor must be there to connect the electricity. Arrival times are usually between 9:00 - 11:00 a.m.

We will be on your campus until ____________________,______________. The electricity will have to be disconnected before 10:00 a.m. on that date.

We look forward to serving you and your students, and we expect continued success for our Project Discovery program. If you have any questions, please call me at (213) 698-8121, extension 320.

Thank you!

EV/nh

CAREER ASSESSMENT
& PLACEMENT CENTER

TO: Assistant Principals; Business and Curriculum
&
FROM: Ed Vanderhoven, Work Adjustment Specialist

SUBJECT: Project Discovery Mobile Unit

On Friday, ____________________, ______, the trailer will be moved from your campus. The campus operations supervisor must disconnect the electricity cable prior to 10:00 a.m. on that date. Also, roadways, gates, etc., must be cleared to facilitate the unit removal.

We've enjoyed our stay on your campus, and we are confident that this has been a valuable experience for your school. We look forward to serving you and your students in the future. If you have any questions, please call me at extension #320 at Sierra Education Center.

Thank you.

EV/nh

WHITTIER UNION HIGH SCHOOL DISTRICT
Whittier, California
Career Assessment and Placement Center

TO: Special Education Teachers

FROM: Karen Spradlin
Career Educator

SUBJECT: Project Discovery Mobile Unit

To assist me with evaluating both the effectiveness of the unit itself and the efficiency of the Vocational Specialist, would you please take a few moments to answer the following questions or to make any comments you feel are necessary. Upon completion, please return to me at the Career Assessment and Placement Center--Sierra Education Center.

Thank you.

I. PROJECT DISCOVERY MOBILE UNIT

A. Overall Rating:

____ Excellent
____ Good
____ Poor
____ Fair

B. Comments and/or recommendations:

____
____
____

II. VOCATIONAL SPECIALIST

A. Overall Rating:

____ Excellent
____ Good
____ Poor
____ Fair

B. Comments and/or recommendations for next year:

____
____
____

____________	________	________
Teacher's Name (Optional)	Date	School

10/87

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CAREER ASSESSMENT
& PLACEMENT CENTER

______________________ STUDENT'S NAME

______________________ DATE

______________________ TEACHER'S NAME

______________________ PERIOD

PROJECT DISCOVERY PACKAGES AVAILABLE IN MOBILE UNIT

Please number your first three choices in order of preference:

____ 1. Accounting and Bookkeeping
____ 2. Auto Body
____ 3. Careers in Law Enforcement
____ 4. Dental Care
____ 5. Drafting
____ 6. Exploring Greenhouse Work
____ 7. Filing
____ 8. Hair Care and Styling
____ 9. Mail Handling
____ 10. Masonry

____ 11. Medical Emergency Services
____ 12. Medical Patient Care
____ 13. Plumbing
____ 14. Sewing
____ 15. Skin and Nail Care
____ 16. Small Engine Repair
____ 17. So You Wanna Be an Artist
____ 18. Trucking
____ 19. Upholstery
____ 20. Waiter/Waitress
____ 21. Basic Typing *

* Not Project Discovery Module

02/86

SCHOOL: ______________________________

DATE OF SERVICE: From __________ To __________

PROJECT DISCOVERY SCHEDULE

*An aide needs to be present when five or more students are scheduled per period

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Second	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.
Teacher					
Aide					
Third	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.
Teacher					
Aide					

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Fourth	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.
Teacher					
Aide					
Fifth	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.
Teacher					
Aide					
Sixth	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.	1. 2. 3. 4. 5. 6. 7. 8.
Teacher					
Aide					

PROJECT DISCOVERY
DAILY LOG

DATE: ____________________

DATE	PER.	STUDENT	TEACHER	PACKAGE	COMMENTS

PROJECT DISCOVERY MIDSCHEDULE REPORT

NAME	TEACHER	UNITS COVERED	COMMENTS

PROJECT DISCOVERY SUMMARY SHEET

NAME: ____________________ SCHOOL: ____________________

1. I began working with Project Discovery on ____________________
(Date)

2. I have worked on the following Project Discovery packages:

		Teacher/Technician Comments
a.	____________________	____________________
b.	____________________	____________________
c.	____________________	____________________
d.	____________________	____________________
e.	____________________	____________________

3. Project Discovery packages are hard to follow: Yes ____ No ____

4. Project Discovery packages are easy to use: Yes ____ No ____

5. My favorite package was: ____________________
because ____________________

6. My least favorite package was: ____________________
because ____________________

7. Project Discovery exploration has helped me because: ____________________
____

8. Project Discovery exploration has helped me know more about different occupations: Yes ____ No ____

9. Three jobs I am interested in are:
   a. ____________________
   b. ____________________
   c. ____________________

10. Project Discovery exploration has helped me know more about my own abilities and interests: Yes ____ No ____

11. I completed work with Project Discovery on: ____________________
(Date)

Legend
White - Teacher
Yellow - Project Disc. Ctr.
Pink - Counselor

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APPENDIX B

PREPARATION FOR WORK

1. Position Description - Work Adjustment Specialist
2. Position Description - Vocational Specialist
3. Parent Permission for Off-Campus Activities
4. Preparation for Work Class - an overview of the program
5. Preparation for Work - Grade Sheet (Career Exploration and Job Seeking Skills)
6. Preparation for Work - Grade Sheet (Independent Living Skills and Job Keeping Skills)

WHITTIER UNION HIGH SCHOOL DISTRICT
Whittier, California

POSITION DESCRIPTION

Date Prepared:	October 1, 1985
Position Title:	Work Adjustment Specialist
Department:	Educational Services - Pupil Personnel Services
Program:	Career Assessment and Placement Center

Function:

Under the general direction of the Rehabilitation Services Administrator, provides direct educational, vocational, and social services to develop and maintain the skills and behaviors necessary for optimum level of vocational and social development of disabled individuals. In consultation with other staff, State Department of Rehabilitation personnel, and other pertinent agencies and individuals, develops, implements, and executes an individualized work adjustment treatment plan for disabled individuals. Coordinates and manages the Project Discovery career exploration services.

Reporting Relationships:

Reports To:	Rehabilitation Services Administrator
Supervises:	Vocational Specialist (1)

RESPONSIBILITIES	AUTHORITIES	STANDARDS OF PERFORMANCE
1. To develop, implement, and modify, as necessary, group and individual work adjustment programs.	1.1 To request background information from school personnel, parents, and public and private agencies.	1.11 Work adjustment services receive a 90% or better positive response in the annual performance evaluation survey conducted with school and referral personnel and service consumer.
	1.2 To review referrals and recommend appropriate work adjustment services for the referred individual.	1.12 All work adjustment referrals will be reviewed, accepted or rejected, and recommendations made for work adjustment services within 3 working days of the referral date.
	1.3 To develop and document work adjustment training plans and progress reports in order to attain educational, social, prevocational, and/or vocational objective.	1.13 All clients/students receiving work adjustment services will have a written work adjustment training plan that complies with CARF requirements; to be written and included in the CAPC central file within 5 working days of initiation of service.
	1.4 To coordinate instructional and training objectives, plans, and activities with Career Assessment and Placement Center staff and classroom teachers.	1.14 Progress reports will be written on all work adjustment clients/students on a monthly basis and whenever there is a change in training objectives, location, instructional methods, or upon completion of services.
	1.5 To recommend the purchase of equipment and supplies for developing, maintaining, and upgrading of work adjustment services to the Rehabilitation Services Administrator.	1.15 Copies of all training plans and progress reports will be distributed to the referral source and other appropriate individuals.
	1.6 To request participation and attendance at workshops, conferences, etc., to keep current on work adjustment trends, practices, and research.	
	1.7 To participate in client/student, parent, and teacher conferences and provide input on work adjustment services.	
2. To provide group and individual instruction and training in order to execute the work adjustment training plans.	2.1 To schedule training instruction with teachers, parents, and students/clients; and instructional and training time with employers.	2.11 Work adjustment services will begin with all accepted clients/students within 1 week of the referral date, as client's schedule permits or as recommended by the referral source.

RESPONSIBILITIES	AUTHORITIES	STANDARDS OF PERFORMANCE
	2.2 To request instructional and training assistance from Vocational Specialists and provide direct supervision to the Vocational Specialists in the execution of work adjustment training plans.	2.12 Parental authorization for instruction and training in the community will be obtained in writing prior to the occurrence in all cases.
	2.3 To develop, organize, and evaluate curriculum for the work adjustment program, including the Preparation for Work course.	2.13 70% of work adjustment training objectives will be met upon completion of work adjustment services.
	2.4 To schedule and supervise instructional and training activities within the community.	2.14 The Preparation for Work course curriculum will be reviewed, evaluated, and modified, as necessary, by the end of each semester.
	2.5 To request parental authority to provide instruction and training in the community.	
	2.6 To transport students to and from instructional and training activities in the community.	
	2.7 To confer with employers, teachers, and training instructors concerning methods to implement the training program.	
	2.8 To terminate instruction or training when it is determined by the Work Adjustment Specialist, in consultation with the referral source, that the training objectives are not attainable in a reasonable amount of time.	
3. To manage the Project Discovery Mobile Classroom.	3.1 To recommend the purchase of equipment and supplies.	3.11 By June 30 of each year, performance appraisals will be completed with the Vocational Specialists, giving direction for closing the developmental gap.

RESPONSIBILITIES	AUTHORITIES	STANDARDS OF PERFORMANCE
	3.2 To assign and delegate duties and responsibilities to the Vocational Specialist.	
	3.3 To maintain and inventory of equipment and supplies in the Project Discovery Mobile Classroom.	
	3.4 To participate in the selection process for filling the Vocational Specialist position openings.	
	3.5 To provide supervision to the Vocational Specialist, including performance appraisals.	

WHITTIER UNION HIGH SCHOOL DISTRICT
Whittier, California

POSITION DESCRIPTION

Date Prepared:	October 1, 1984
Position Title:	Vocational Specialist
Department:	Educational Services - Pupil Personnel Services
Program:	Career Assessment and Placement Center

Function:

Under the general direction of the Center's Work Adjustment Specialist, provides assistance to the Career Assessment and Placement Center's Career Educators, Vocational Counselors, Work Adjustment Specialists, and Independent Living Skills Instructor.

Reporting Relationships:

Reports To:	Career Assessment and Placement Center's Work Adjustment Specialist
Supervises:	No one

RESPONSIBILITIES		AUTHORITIES		STANDARDS OF PERFORMANCE
1. To assist the Vocational Counselors in carrying out the vocational training programs for disabled clients/students.	1.1	To schedule clients/students for various activities in the assessment/instructional process.	1.11	All clients/students will be scheduled for needed activities on a timely basis.
	1.2	To transport disabled clients/students.	1.12	All clients/students will receive transportation as requested/needed.
	1.3	To process evaluation forms for clients/students in the work setting.	1.13	All evaluation forms will be submitted when due.
	1.4	To provide feedback with Vocational Counselors regarding client progress.		
2. To assist the Work Adjustment Specialists in carrying out work adjustment training plans for disabled clients/students.	2.1	To provide instructional and training assistance for client/students who are working on job sites.	2.11	All clients/students on job sites will receive aid as requested by instructors.
	2.2	To aid instructors in providing individualized instruction/evaluation for clients/students.	2.12	All clients/students in prevocational and vocational training will receive supervision/instruction as requested by instructors.
	2.3	To assist in the supervision of clients/students in the instructional setting.		
3. To assist in carrying out the independent living and prevocational instructional program for severely disabled students.	3.1	To aid instructors in providing individualized instruction for students.	3.11	All severely disabled students will receive help as required by instructors.
	3.2	To aid instructors in supervising students in mobility training and community based independent living and prevocational training.	3.12	All severely disabled students in mobility training and community based independent living and prevocational training will receive adequate supervision.
4. To assist, as requested, in meeting the objectives of the Career Assessment and Placement Center (CAPC.	4.1	To carry out activities, as requested by the Center's Work Adjustment Specialists, Office Manager, or Rehabilitation Services Administrator.	4.11	All activities related to the fulfillment of the objectives of the CAPC will be done within the assigned time frames, as requested by the Center's Work Adjustment Specialists, Office Manager, or Rehabilitation Services Administra[illegible]

CAREER ASSESSMENT
& PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121
Dan Hulbert, Rehabilitation Services Administrator

Dear Parents:

Your son/daughter is enrolled in a Preparation for Work class which provides instruction in career exploration, employment preparation and development, and independent living skills. As a regular activity, we will be instructing your child in community experiences outside the classroom. These experiences may include money handling, bus travel, tours of various job sites, and use of community services. This training will provide a practical application of skills that have been presented in the classroom.

So that he/she may participate in some community experience, it may be required that an instructor transport your child by automobile or that he/she make use of public transportation facilities or District transportation. I would appreciate your permission for your child to participate in this Preparation for Work training program.

Please detach and return the following authorization and do not hesitate to contact me with any questions or concerns.

Thank you.

Sincerely

Dan Hulbert
Rehabilitation Services Administrator

DH:jk

My child has my permission to participate in any off-campus Preparation for Work training activities arranged by the Preparation for Work Instructor.

Student's Name	Signature of Parent/Guardian
	Date

A JOINT VENTURE OF
Whittier Area Cooperative Special Education Program and Whittier Union High School District
Accredited by the National Commission on Accreditation of Rehabilitation Facilities

PREPARATION FOR WORK CLASS
UNITS

1. **Career Exploration**
   - a. Interests, Values, Abilities
   - b. Information on Various Careers

2. **Job Seeking Skills**
   - a. How To Find A Job
   - b. Job Applications
   - c. Resumes
   - d. Job Interviews

3. **Independent Living Skills**
   - a. On Your Own (Apartment, Shopping, Banking)
   - b. Emergency and Community Services
   - c. Mobility
   - d. Grooming

4. **Job Keeping Skills**
   - a. Why Work? The Work World
   - b. Work Attitudes and Habits
   - c. Getting Along
   - d. Paycheck and Benefits

5. **Evaluation**
   - a. Work Samples
   - b. Psychological Testing
   - c. Career Exploration
   - d. Situational Assessment

CAREER ASSESSMENT AND PLACEMENT CENTER

PREPARATION FOR WORK CLASS

STUDENT: ____________________ DATES OF SERVICE:

SCHOOL: ____________________ From ________ To ________

TEACHER: ____________________

UNITS:

1. **Job Keeping Skills**
   a. Why Work the Work World
   b. Work Attitudes and Habits
   c. Getting Along
   d. Paycheck and Benefits

2. **Job Seeking Skills**
   a. How to Find a Job
   b. Job Applications
   c. Resumes
   d. Job Interviews

ACADEMIC GRADE: ________ CITIZENSHIP GRADE: ________

Absences: ________
Tardies: ________
Cuts: ________

COMMENTS:

____
____
____
____
____

______________________________ ______________________________
Work Adjustment Specialist Date

Distribution: Central file; Work Adj. Spec.; Student; Teacher

05/87
B-5

CAREER ASSESSMENT AND PLACEMENT CENTER

PREPARATION FOR WORK CLASS

STUDENT: ______________________ DATES OF SERVICE:

SCHOOL: ______________________ From ________ To ________

TEACHER: ______________________

UNITS:

Independent Living Skills

a. On Your Own (Apartment, Shopping, Banking)
b. Emergency and Community Services
c. Mobility
d. Grooming

ACADEMIC GRADE: ________ **CITIZENSHIP GRADE:** ________

Absences: ________
Tardies: ________
Cuts: ________

COMMENTS:

____

____

____

____

____

______________________ Work Adjustment Specialist

______________________ Date

Distribution: Central file; Work Adj. Spec.; Student; Teacher

05/87
B-6

APPENDIX C

PREPARATION FOR WORK

Job Seeking Skills

Career Exploration

Work Values

√

CAREER ASSESSMENT AND PLACEMENT CENTER

9401 SOUTH PAINTER AVENUE • WHITTIER, CA 90605 • PHONE (213) 698-8121

DAN HULBERT
REHABILITATION SERVIC' • ADMINISTRATOR

JOB SEEKING SKILLS CLASS

UNIT ONE

DAY 1: ORIENTATION

What we'll do - (over-view)

Get acquainted: have students get in pairs; interview one another; find out all they can in a couple of minutes. Have them introduce each other to the rest of the class.

DAY 2: WHAT"S WORK?

What's a job and job categories

Different types of job - different jobs for different people

What's your job goal: each student states job goal or objective

> "Your interests, wishes and happiness determine what you actually do well, more than your intelligence, aptitudes, or skills do. The strength of desire is the most important criteria for choosing a job. If you do work you really feel good about, and at your highest level of skills that you can, you are bound to do an outstanding job."

Possible questions:

1) If you could have any kind of job, what would it be? (Not what can you do.)

2) What kind of job do you want when you're 25, 35, 45, 55?

3) What kind of things make you UNHAPPY?
   Things I can control — Things in control of others (Fate)

4) What are some of your dreams or fantasies?

5) Before I die, I want to. . .

6) If you could work anywhere in the world, where would it be?

7) What's more important: lots of $ or lots of friends?

DAY 3: WHY WE WORK?

Why do you want a job?

BRAINSTORM - Why people work

i.e. to make $; self-respect: importance; necesities, luxuries; friends; place in community; independence; establish identity; self-worth; etc.

Work at Home Worksheet

1. Name the jobs and chores you do at home.

2. Name jobs outside the home that are similar and require the same skills.

3. What do you like about these jobs?

4. What don't you like about these jobs?

5. What other jobs at home would you rather do?

CAREER SEARCH

JOB TITLE ______________________

NAME ______________________

TEACHER ______________ PER. ___

DATE ______________ GRADE LEVEL ___

1. EXACTLY WHAT DOES THE WORKER DO? (LIST DUTIES.)

2. WHAT INTERESTS ARE NECESSARY?

WHAT APTITUDES, ABILITIES AND SKILLS ARE NEEDED? →

3. WHICH OF THESE INTERESTS DO YOU HAVE?

WHICH OF THESE APTITUDES?

4. EDUCATION AND TRAINING REQUIRED:

5. IF YOU LISTED COLLEGE IN #4, WHAT IS YOUR G.P.A.?

____

ARE YOU WILLING AND ABLE TO GO TO COLLEGE?

____

6. AVERAGE SALARY OR WAGES PAID:

7. LIST COLLEGES OR TRADE SCHOOLS THAT TEACH THIS:

8. LIST FRINGE BENEFITS:

✓

WORK VALUES

Below is listed several work values. You are to place a check after those 5 values you consider the most important for you when you decide on a job.

Values | 5 Impor

1. Adventure - doing exciting or risky activities
2. Authority - in charge of others
3. Busy - work to do all the time
4. Co-workers - easy people to work with
5. Creative - able to use own ideas
6. Fairness - policies and boss are fair
7. Independence - work on your own
8. Income - receiving a high pay
9. Promotions - a chance to move up to a better job and/or higher pay
10. Recognition - receiving respect from others
11. Responsibility - making good decisions on my own
12. Routine - same work tasks each day
13. Security - steady employment
14. Successful - getting a job done well
15. Variety - different tasks each day
16. Working conditions - attractive or good site

NAME ____________________

DATE ____________________

VALUES AUCTION

Values	Rank Order	Your Top Bid	Actual Price
1. Happy marriage & family			
2. Lots of friends			
3. Freedom to do what you want			
4. Long life without illness			
5. Nice home & car			
6. Success in your job			
7. Happiness			
8. World without war			
9. Good self esteem - feel good about yourself			
10. A really good love relationship			
11. Lots of money			

Each of you is given $100.00 in $10.00 bills. Pretend this money is your life. It is the total amount of time, energy, strength and desire you have to invest in your values. First, you must decide how important each value is by putting them in rank order form 1 thru 10. Second, you must budget you $100.00 to invest it in that 1 to ? values you are willing to purchase at our auction. Remember others may also want that value. Do you want several values or just one? Decide what is your top bid on those important values. Do not budget more than you have. If you do not get a value during the auction you may put that money budgeted onto another value. Please record how much was actually paid for the value.

NAME ______________________

DATE ______________________

Right Job Values

Below are listed several values in choosing a job. You are to place a check after those four (4) values you consider the most important for you when you decide on a job.

VALUES	4 IMPORTANT
1. Advancement Opportunities - chance to move up to a better job and/or higher pay.	______
2. Benefits - sick leave, vacation pay, health and medical insurance, dental insurance, incentive plans.	______
3. Co-workers and Employer - easy people to work with.	______
4. Hours of Work - full-time, part-time; day hours, evening or very late hours; weekdays.	______
5. Interesting Work - something you will enjoy and stick with.	______
6. Location - where do you need to go - far or near to home.	______
7. Organization - small or large company, growing or well established.	______
8. Salary/Wages - kind of money you want.	______
9. Security - good chances of keeping job.	______
10. Working Conditions - inside or outside, old or new building, loud noises or quiet, etc.	______

APPENDIX D

PREPARATION FOR WORK

Independent Living Skills

Shopping

Budgeting

SHOPPING WORKSHEET

	Item and Description		Price
1.	Toothpaste	6.4 oz.	________
	Brand ________________		
2.	Aspirin	200 count	________
	Brand ________________		
3.	Least expensive mouthwash	32 oz.	________
	Brand ________________		
4.	Least expensive paper towels	100 count	________
	Brand ________________		
5.	Milk (low fat)	½ gal.	________
	Brand ________________		

SHOULD YOU BUY IT?

1. Do you really need this item? Yes No

2. Is the price reasonable? Yes No

3. Is this the best time to buy the item? Yes No

4. If this is a bargain, is it a current model? Yes No

5. If "on sale" is the price a true sale price? Yes No

6. Are you sure no less expensive item can be substituted? Yes No

7. Are you srue there are no major disadvantages? Yes No

8. If excessive in price, will it truly satisfy an inner need? If not excessive, just check yes. Yes No

9. Have you checked and researched the item? Yes No

10. Do you know the retailer's reputation? Yes No

11. Does this retailer offer any special services with the item? Yes No

Score your answers as follows:

9-11 yeses--buy the product:

6-8 yeses--think again:

Fewer than 6 yeses--forget it.

BEING AN EFFECTIVE SHOPPER

Being an effective shopper means being a wise shopper. To be a wise shopper, you need to be an intelligent shopper. An intelligent shopper is one who kee himself informed. Make yourself aware of all types of information that can help you make intelligent decisions in the marketplace and also aware of thos outside influences that can hinder you in making intelligent decisions such a effects of advertising, sales contests and coupon offers which promise something for nothing, peer pressure, and telling the difference between your needs and your wants.

Keeping yourself informed can be easy to do. Read the newspaper. Take the time to study the advertisements. Subscribe to consumer magazines such as Consumer Report, Consumer's Guide, Changing Times, Consumer Buying and Money Magazines. If you can't afford the monthly subscriptions go to your local library.

When making a purchase, especially a major one, take the time to research the item completely. Use your friends as a source of information as well as book and magazines. Ask them what brand they have, how it performs, where they bought it, and if they are happy with its performance. Would they buy the same brand again at the same price?

Shopping for everyday items are just as important. Some general tips for shopping for food are:

1. Check newspaper food advertisements for special purchases.
2. Check cupboards, refrigerator and freezer.
3. Plan meals around sales items that the family likes and those on han
4. Make a list and organize the list according to layout of your market stick to it!
5. Clip coupons for items you need. Don't buy just because you have a coupon.
6. Eat before you shop.
7. Shop as frequently and as leisurely as possible. Avoid the rush hou The weekend is the worst time.
8. Compare stores who give stamps and those who don't.
9. Avoid convenience stores such as U-Tote-M, 7-11, etc.
10. First consider the price per serving.
11. Plain food items are cheaper than items that have sauces and other ingredients added.
12. Lower grades cost less but are nutritionally equal to higher grades.
13. Use the approriate quality of a product for the recipe.
14. Consider poultry, ground beef, tuna, eggs, cheese and beans as a less expensive meat substitute.

STORE PROCEDURES - COURTESY CHARGE CARD

Courtesy Charge Card Eligibility Requirements

Issue a Courtesy Charge Card to the applicant if she or he meets the following requirements:

- Neither the applicant nor the co-applicant has previously applied for a JCPenney account.
- The applicant and co-applicant must be 18 years of age or older.
- The applicant or co-applicant must have a source of income.
- The applicant or co-applicant must have a checking or savings account.
- The applicant must:
  - Have 2 years at present address

AND

- The applicant or co-applicant must:
  - Have a major or oil credit card (customer must present card)

    NOTE: Refer to the major/oil credit card list provided.
- The applicant or co-applicant presents identification suitable for cashing a $50 check.

Courtesy Charge Card Amount

The store has the authority to issue Courtesy Charge Cards only in the amount of $200. No other Courtesy Charge Card amount is authorized.

Authorized Issuers

The authorized store credit associate completes the Courtesy Charge Card as follows:

- Enter the date of issuance numerically.
- Spell out and enter numerically Two Hundred ($200.00).
- Enter the expiration date, which is three weeks from the date of issuance.

WHAT ARE YOUR MONEY HANGUPS?

We all have our personal quirks when it comes to money - special areas where we splurge, our own crazy notions about how and when to spend. And it's these quirks that can sink even the best of budgets. Once you've put a finger on them, though, there are ways to control them. To identify yours, take the test below. For every question you answer with a "yes"look up the corresponding tips (numbered in parentheses) from the Consumer Credit Counseling of Los Angeles, to help you deal with the problem.

* Do you constantly raid your savings account for money you've earmarked for other purposes? (12)

* Does money burn a hole in your pocket? If you have it, you have to spend it? (1, 4, 10, 12, 14, 21)

* Do you lose track of how much you're spending because you pay for everything with charge cards? (8, 19)

* Does the size of your phone bills make you wish you owned stock in AT&T? (7, 15)

* Is your rainy-day fund so tiny it wouldn't even finance an umbrella? (5, 12)

* Is budgeting for big items (cars, vacations, large appliances) impossible because they always cost more than you think? (6)

* When you get mad at your spouse do you go on a shopping spree? (10)

* Do you eat out more often than you can afford? (2, 13)

* Do you run out of cash toward the end of your paycheck period and have to charge everything you buy? (3, 4, 8)

* When you're out with certain friends, do you always seem to end up at the most expensive places in town? (9)

* In the supermarket, do you tend to load up with twice as much as you need? (3, 20)

* When you have a choice, do you instinctively dive for the item that costs the most? (3, 20)

* Are you pretty careful about money in general but the last of the big spenders in just one area - clothes, hi-fi equipment, hobby, travel? (1, 18, 21)

* Do you tend to blow your money when you're tense and anxious? (14, 17

* Are you incapable of walking through a store without buying at least one thing? (4, 14, 21)

* When it comes to cutting back on spending, can you deny yourself but not your kids? (7, 10, 16)

* Do you find it hard to budget because your bills vary from month to month? (11)

(Cont'd)

18. Get clear about just what it is that you like to splurge on. Identify it, label it in your head and remind yourself of it frequently - especiall when you're reaching for your purse to make yet another budget - breaking purchase.

19. In the margin of your checkbook, subtract your credit and charge card purchases from your balance so that you always have a true picture of how much money is left.

20. You've heard it a million times: When ~~you~~ shop for food, stick to a grocery list; don't shop when you're hungry; don't take anybody with you; shop for a whole week in one trip.

21. Learn to think in terms of trade offs. When you have an overwhelming impulse to buy something, force yourself to think of what you'll give up later in order to satisfy an urge now.

SAVINGS TIME TABLES: HOW MUCH YOU NEED TO SAVE EVERY MONTH AT 5½% TO REACH YOUR FINANCIAL GOAL

IF YOU WANT TO SAVE THIS AMOUNT:	THEN SAVE THIS AMOUNT EACH MONTH IN A 5½% COMPOUNDED DAILY SAVINGS ACCOUNT:
$ 2,000 in 2 years	$ 78.72
2,000 in 5 years	28.92
5,000 in 2 years	197.27
5,000 in 5 years	72.31
5,000 in 10 years	31.09
10,000 in 5 years	144.62
10,000 in 10 years	62.19
10,000 in 15 years	35.42
15,000 in 5 years	216.93
15,000 in 10 years	93.28
15,000 in 15 years	53.13
20,000 in 5 years	289.24
20,000 in 10 years	124.37
20,000 in 15 years	70.84

HOW YOUR MONEY WILL GROW IN A 5½% SAVINGS ACCOUNT WITH INTEREST COMPOUNDED DAILY

AMOUNT YOU SAVE	NUMBER OF YEARS			
	1 YEAR	2 YEARS	3 YEARS	4 YEARS
$ 10 a week	$ 534.81	$1,099.76	$1,696.57	$2,327.02
20 a week	1,069.61	2,199.53	3,393.14	4,654.05
30 a week	1,604.42	3,299.29	5,089.71	6,981.07
50 a month	617.97	1,270.38	1,959.15	2,686.32
100 a month	1,235.93	2,540.75	3,918.31	5,372.65
	5 YEARS	10 YEARS	15 YEARS	20 YEARS
10 a week	2,993.02	6,930.37	12,110.01	18,923.89
20 a week	5,986.04	13,860.75	24,220.02	37,847.77
30 a week	8,979.06	20,791.12	36,330.00	56,771.66
50 a month	3,454.03	7,984.17	13,925.69	21,718.32
100 a month	6,908.05	15,968.34	27,851.38	43,436.64
	25 YEARS	30 YEARS		
10 a week	27,887.62	39,679.52		
20 a week	55,775.02	79,359.05		
30 a week	83,662.85	119,038.55		
50 a month	31,938.77	45,343.44		
100 a month	63,877.54	90,686.87		

WHAT DOES MONEY MEAN TO YOU?

The following quiz is designed to help couples rank their money values. Couples should take the test separately and then compare their answers. Items are ranked 1 to 4 - essential, important, expendable and frivolous. You check the way you feel about each item. Add your own items to the list if you want. There are no right or wrong answers. The exercise just helps you organize your own feelings about money and understand what is important to your partner. It provides a good basis for discussing differences about how money should be spent.

	Essential to have	Important to have after essentials	Expendable in a pinch	Totally frivolous
1. Living in a nice apartment in a nice neighborhood				
2. Owning a nice home in a nice neighborhood				
3. Continuing the husband's education				
4. Continue the wife's education				
5. Putting aside money for the children's education				
6. Buying a better car				
7. Buying a second car				
8. Owning a boat, motorcyle, camper or other recreational vehicle				
9. Buying new clothes each season				
10. Buying household appliances and furnishings				
11. Remodeling the home				
12. Saving for retirement				
13. Regular saving for any purpose				
14. Eating out once a week				
15. Entertaining at home on a regular basis				
16. Going to movies, the theatre and concerts regularly				
17. Travel				
18. Buying Stocks or other investments				
19. Buying insurance				
20. Buying books & records regularly				
21. Subscribing to magazines & newspapers				
22. Owning a color television				
23. Owning an expensive stereo				
24. Owning an air conditioner				
25. Buying art and antiques				
26. Paying for a hobby				
27. Attending sporting events regularly				
28. Belonging to a country club or health club				
29. Contributing to charities, special causes or political camp.				
30. Buying expensive Christmas, birthday and other gifts				
31.				
32.				

DEVELOPING A BUDGETING SYSTEM

If the client has never used a budget before, it may take a little time to get used to, and your first plan may not be successful. But keep at it and chances are very good that you'll soon see the results of sound financial management. Here are some tips to help you organize a budget plan to suit your needs:

1. Make your system convenient to use.
2. Start off with a complete and realistic list of expenses.
3. Review your plan periodically and make changes where necessary.
4. Develop a system for record keeping and bill paying.
5. Organize your money management tools and keep them together. An inexpensive file folder with compartments for bills, receipts, cancelled checks, etc., is a handy way to do this.
6. Use your check book as a budgeting tool. With this method all income is deposited into the checking account and checks are written for all expense items(including savings and personal allowance).
7. If you overspent your income it may be because you overlooked certain expenses or spent money for items you didn't really need. Budgeting requires a certain amount of discipline. Don't try to fool yourself and don't count on money you may not receive.

DANGER SIGNALS

Is an increasing percentage of your income going to pay off debts?

Are you near or at the limit on your lines of credit?

Are you extending repayment schedules--paying in 60 or 90 days bills that you once paid in 30?

Can you only make the minimum payments on your revolving charge accounts?

Are you paying bills with money earmarked for something else?

Are you borrowing to pay for items you used to buy with cash?

Are you chronically late in paying your bills?

Are you tapping your savings to pay current bills?

Is your savings cushion inadequate or nonexistent?

Do you take out a new loan before the old one is paid off, or take a new one out to pay off the old loan?

Do you put off medical or dental visits because you can't afford them right now?

Are you threatened with repossession of your car or credit cards, or with other legal action?

If you lost your job, would you be in immediate financial difficulty?

Are you unsure about how much you owe?

Do you worry a lot about money?

APPENDIX E

PREPARATION FOR WORK

Job Keeping Skills

Why Work?

Attitudes and Behaviors

Paychecks and Benefits

✓

Name ______________________

Date ______________________

WHY PEOPLE WORK
SURVEY

PERSON NUMBER ONE

WHO: ______________________

JOB: ______________________

"WHY DO YOU WORK?" ______________________

____

PERSON NUMBER TWO

WHO: ______________________

JOB: ______________________

"WHY DO YOU WORK?" ______________________

____

PERSON NUMBER THREE

WHO: ______________________

JOB: ______________________

"WHY DO YOU WORK?" ______________________

____

E

NAME ______________________________

EMPLOYER EXPECTATIONS

	Excellent	Good	Fair	Poor
Being on Time				
Dependability				
Grooming				
Honesty				
Job Productivity				
Positive Attitude				
Employee Cooperation and Reliability				
Getting Along with Fellow Workers				
Willingness to Do More Than Required				

Name________________________________Date__________________

UNDERSTANDING YOURSELF

EMPLOYER-EMPLOYEE RELATIONSHIPS

The Importance of Attitude

After you have a job, there are certain things you must do to be successful on your job. The most important factor in job success is attitude! This is shown in the fact that the main reason young workers lose their jobs is because of poor attitude. In fact, a recent study of beginning workers who had been fired showed that 82 percent lost their jobs because they did not get along well with other people. Getting along well with others does not just happen. It must be learned. Some individuals learn this in early childhood. Those who do learn to get along well with almost everyone are usually happier persons because people like them. They enjoy a greater feeling of job success, and they often receive higher salaries.

The study of physical anthropology has recently indicated that people's behavior depends in part upon who their parents are. It is, to a degree, inherited. Much more important in the way they behave is what happens to them while they are growing up. The behavior they exhibit and the attitudes they develop up to graduation from high school usually carry over into adult life. Behavior and attitudes are with them both on the job and in social relationships.

Basically, people's attitudes stem from their outlook on life. It is shown by the way they behave in the presence of other people. If they look at life as something exciting and worthwhile and if they really enjoy life most of the time, then attitudes toward other people will show this. They will be the kind of people who look at the good side of things. If, on the other hand, they tend to see others—and life in general—as being unfair to them, then they probably do not like people very much. If this is you, you will be happy to learn that you can change!

Eight things that make bosses burn

Jim Robinson

Ever get the feeling your boss isn't happy with you? Maybe something you're doing — or not doing — is hurting your relationship.

Accountemps, a temporary employment agency, recently commissioned a survey on employee traits most likely to cause serious on-the-job difficulties.

It had Burke Marketing Research, Inc. ask vice presidents and personnel directors of 100 "Fortune 1,000" companies: "What employee behavior disturbs you the most?"

Here's what irked the bosses, as reported by Accountemps:

1. **Dishonesty and lying.** "If a company believes that an employee lacks integrity, all of his or her positive qualities — ranging from skill and experience to productivity and intelligence — become meaningless."

2. **Irresponsibility, goofing off, attending to personal business on company time.** "An employee who appears to be frivolous, unreliable or unconcerned is not likely to be a long-term employee."

3. **Arrogance, ego problems, excessive aggressiveness.** "There is nothing attractive about employees who spend more time boasting about their 'accomplishments' than on actually getting the job done, who act as if they deserve special treatment or privileges or who think that being loud or boisterous will have a positive effect."

4. **Absenteeism and lateness.** "When you are chronically late or absent, do you really believe that you deserve to be paid for the time you're not there and the work you haven't done?"

5. **Ignoring instructions or company policies.** "Clearly, people who don't do what they're supposed to be doing don't belong on the payroll."

6. **A whining or complaining attitude toward the company or job.** "A sure sign that the whiner or complainer should be whining or complaining somewhere else."

7. **Absence of commitment, concern or dedication.** "Should be — as it often is — grounds for absence of raises and promotions."

8. **Laziness and lack of motivation and enthusiasm.** "Demonstrate that these employees don't care about the company, so why should the company care about them?"

Other upsetting behavior that didn't make it to the top eight: Lack of character, inability to get along with others, disrespect, displays of anger or pettiness, making ill-informed decisions and judgments and taking credit for the work done by others.

FUTURE SCAN

The truth about youth employment: Why they lose jobs

Teen-agers have a hard time finding employment and sometimes an even tougher time keeping it. Youth employment expert Bruce K. Barnes has studied the reasons 15- to 19-year-olds lose their jobs, and his findings may surprise some young workers.

In a concise and to-the-point research effort, Barnes finds that the often hard-working, sometimes hard-shirking teen-age employee gets fired mostly because of bad habits, and not for the reasons young people *think* they get terminated.

The employers Barnes studied agree almost unanimously that the real reasons young employees lose jobs are (in order):

1. Repeated lateness.
2. Several absences from work.
3. Friends visiting at work too often.
4. Not getting along with co-workers.
5. Not working fast enough.

Young employees who had been fired, on the other hand, thought the reasons were (again in order):

1. They lacked experience in the field.
2. They didn't have the right kind of training in school.
3. They didn't have a high enough educational level.
4. They weren't a member of the right union.
5. They weren't big or strong enough.

In fact, among nearly 100 employers involved in the study, Barnes found that the top 10 attributes sought in teen-age employees make no reference to experience, training, educational level, union affiliation or physical capability. The qualities employers look for:

1. Can follow directions.
2. Can complete tasks on his or her own.
3. Can arrive on time.
4. Shows enthusiasm toward the job.
5. Can adjust to changes on the job.
6. Can work toward a time schedule.
7. Shows self-control.
8. Can take responsibility.
9. Can work alone/unsupervised.
10. (Tie) Shows respect for tools and equipment in the workplace.
    Can accept criticism.

The employers rate personal references far and away the most influential factor in deciding whether to hire an applicant. Educational references and references from previous employers rank very low. The personal characteristics rated highest are honesty, ambition, housekeeping, neatness and appearance. When asked to comment on general problems shared by many prospective teen-age employees, nearly half the employers cite lack of basic communication skills, ineffective use of feedback (teen-age workers often regard it as hurtful personal criticism), and inability to identify problems.

Apparently, it's the basics that hurt teen-age workers, not any flamboyant excesses. Barnes found very little negative experience by employers with young employees using alcohol or drugs during work hours.

In a tight job market and a difficult economy, this point may be effectively driven home to prospective and current teen-age employees: Attitude is yours to determine; aptitude can be developed on the job.

On the other hand, this message should get through to schools and other preparation arenas: If you really want your students to be productive workers, teach them about good attitudes, reliable attendance and the impact a first-class effort can make. Set standards in the schools in these areas—and enforce them.

It's nice to hear the truth about youth—and if they heed Barnes' points, obtaining and maintaining employment may be easier for them in the future.

Terrence Cullinan is group director for marketing and public affairs, SRI International, Menlo Park

JOB RELATED BEHAVIOR

Mark T for items that are true; mark F for items that are false.

______1. Your boss cannot fire you if the people you work with like you.

______2. A boss can put you in charge of fellow workers.

______3. If your boss likes your work, then you can be sure that you will get a raise in pay.

______4. If your boss inspects your work, he probably does not like you.

______5. When your work is not satisfactory, your boss should tell you about it.

______6. Your boss can fire you if you often come to work late.

______7. It is not necessary for your boss to be your friend.

______8. If you make a mistake at work that you cannot correct, you should tell your boss about it.

______9. If you need certain supplies to do your job, you should wait until they run out before you ask for more.

_____10. If you are not able to get along with your fellow workers, you should keep it to yourself and say nothing.

_____11. Your boss should be told about unsafe working conditions.

_____12. You should tell customers or visitors about problems that you are having with your boss.

_____13. If you do not know how to do a job, you should try to do the best you can without asking for help.

_____14. Some jobs become dangerous if you do not ask for help when you need it.

_____15. If you do not understand how to do a job after your boss explains it, you should ask to hear the directions again.

_____16. Asking for help is a waste of time because it keeps you from getting your job done.

_____17. Sometimes you have to ask questions about your job, even though you have listened to the instructions carefully.

_____18. If you need help and your boss is not around, you should ask a fellow worker for help.

_____19. On some jobs, you will not be able to do your work until other people do theirs.

5 WAYS TO KEEP YOUR JOB

1. Be punctual
2. Be responsible
3. Be productive
4. Learn more things and improve your skill.
5. Please the people your employer does business with.

Common Job Vocabulary Words

1. punctual - on time
2. responsible - honest, reliable, trustworthy, can be trusted to come to work, do the job, not steal (time or goods).
3. dependable
4. payroll
5. safety
6. regulations
7. benefits
8. deductions
9. evaluation
10. personnel
11. laid off
12. terminate
13. promotion

CAREER ASSESSMENT AND PLACEMENT CENTER

9401 SOUTH PAINTER AVENUE • WHITTIER, CA 90605 • PHONE (213) 698-8121

DAN HULBERT
REHABILITATION SERVICES ADMINISTRATOR

WORK ATTITUDES AND BEHAVIORS
TROUBLE AT WORK

I. Attitudes and behaviors that cause problems

   A. Work is like school

      1. "Trying doesn't do it . . . producing does."
      2. "They have to keep me or give me more chances."
      3. "They didn't warn me."
      4. "No one told me."
      5. "I finished my work."

   B. Beginning at the bottom

      1. "Why should I do that?"
      2. "That isn't what I was trained for."
      3. "I don't like doing the lousy jobs."

   C. Not establishing your own routines

      1. Having to be told daily what to do.
      2. Sitting around to be told to work - keep busy.

   D. Not accepting supervision

      1. Losing your cool.
      2. Snapping back.
      3. Arguing on how to do the job.
      4. Not trying to get better every week.
      5. No one owes you a thing.

II. Suggestions for teaching work attitudes and behaviors

   A. Infusion

      1. Relate attitudes and behaviors to own classroom behaviors.
      2. Relate business economics - - make a profit or else.

   B. Use of units in Career Awareness

      1. "Why work"

         a. Need to have other reason besides money to work.
         b. Relate self-esteem, identification, usefulness, helping, pride to school work as well as work.
         c, The facts of work - 30-45 years of it. Part of life - make it a good part.

A JOINT VENTURE OF
WHITTIER AREA COOPERATIVE SPECIAL EDUCATION PROGRAM AND WHITTIER UNION HIGH SCHOOL DISTRICT

2. "What is work"

    a. Work world vs. school world
    b. What is expected

3. "Safety at Work"

    a. Pay attention
    b. Listen to directions
    c. Think ahead - don't set yourself up for an accident

4. "Making a Good Impression"

PERSONAL GROWTH SHEET

Name ______________________

Date ______________________

The personal growth sheet provides a good opportunity for an individual to assess his own growth. After each of the following statements place an X or check in the box that best describes your progress since the last session.

More than Once	Once	Didn't Succeed	Didn't Try	No Opportunity
A	B	C	D	E

		A	B	C	D	E
______	1. Refrained from putting someone down.					
______	2. Made someone else feel better with a positive remark.					
______	3. Really listened to another person's point of view which was different from mine.					
______	4. Went out of my way to help someone else.					
______	5. Made an effort to understand and get along with someone whom I usually dislike or ignore.					
______	6. Thought it over before acting or speaking impulsively.					
______	7. Checked out the facts before jumping to a conclusion.					
______	8. Accepted criticism without coming unglued.					
______	9. Controlled my temper in a tight situation.					
______	10. Made a decision and acted on it without leaning on someone else.					
______	11. Laughed when the joke was on me.					
______	12. Showed respect and courtesy to my parents.					
______	13. Faced up to the truth and told it straight, even though I knew the consequences might be unpleasant.					
______	14. Gave a younger person a helping hand.					
______	15. Learned from a mistake I made.					
______	16. Made a plan and stuck to it until it was finished.					

		A	B	C	D	E
______	17. Swallowed a temptation to show jealousy.					
______	18. Refrained from an opportunity to get even.					
______	19. Tried something that I usually back away from.					
______	20. Refrained from an opportunity to brag about myself.					
______	21. Refrained from being the "big boss" and dominating the situation.					
______	22. Accepted the responsibility for leading a group.					
______	23. Experienced or demonstrated a feeling of self-confidence.					
______	24. Didn't make excuses or blame someone else for a failure.					
______	25. Made an effort to understand and get along better with a member of my family.					

You may value some of these qualities more than others.

Go over the qualities again, and rank them according to the value you place on them. Rate them according to the following scale, and place the number to the left of the quality.

(1) Very important
(2) Important
(3) Not important or unimportant, neutral
(4) Unimportant
(5) Very unimportant

Some things to think about:

How does this evaluation of yourself compare to the last one? (if you have taken one before)

Complete these statements: "I think I would be a better person if I ____.

"I found out that I ____________________________________."

Circle one or two of the 25 evaluations above that you plan to concentrate on.

What changes would you like to see made that would help the majority of the group be more comfortable or more successful in their efforts to grow? ______________________________

____.

Dear Abby

Attitude and a Clean Shirt Land the Job

By ABIGAIL VAN BUREN

DEAR ABBY: I've had a clipping of your column pasted in the front of our job application book for 12 years.

Since we hire so many teen-agers, I hope some of them read it while filling out their applications. By the looks of it, I think they have. It's so dog-eared and yellowed nobody can make out the last half of it. Could you please print it again? We need a new one. Thank you.

THE GOLDEN EGG OMELET HOUSE,
NOVATO, CALIF.

DEAR GOLDEN EGG: The clipping looks as though it's been fried, poached and scrambled. Here's a clean copy for you:

DEAR ABBY: I am enclosing a newspaper clipping that appeared in a section of the paper that very few teen-agers read.

I think it should be in your column—or maybe in the comics, where teen-agers would be sure to see it.

If you agree with me, please print it. Thank you.

MRS. E. B. CLINGNER, COVINGTON, KY.

DEAR MRS. C.: The piece appeared in the Cincinnati Enquirer, in William Raspberry's column. It was written by Karen Rak, who teaches English to students at Center Junior High School in Strongville, Ohio.

Ms. Rak composed a letter (ostensibly from an employer) designed to let her youthful job seekers see themselves as they are seen. With so many young people looking for jobs now, I think this piece deserves all the exposure it can get.

"DEAR KID: Today you came to me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe you believe by now that kids your age can't find jobs.

"But I hired a teen-ager today. You saw him. What was so special about him? Not experience; neither of you had any. Attitude, son. A-T-T-I-T-U-D-E. He did his best to impress me. That is where he edged you out.

"He wasn't dressed like Easter Sunday, but then that wasn't necessary. His clothes were clean, and he had gotten a haircut. He filled out the application form neatly and completely. He did not ask to borrow a pen. He carried his Social Security card, had basic identification and did not ask, 'What's a reference?'

"He didn't have two friends waiting for him by the pop machine. He didn't start to chew gum or smoke while being interviewed. He didn't keep looking at his watch, giving me the impression that he had something more important to do.

"He took the time to find out how we 'operate' here, and what his day-to-day tasks would be. I think he'll keep his eyes open and work for me like he'd work for himself.

"He was willing to start at that point where I could afford to pay. Someday, perhaps, he'll get to the point where he'll have more authority over others and a better paycheck.

"You know, kid, men have always had to get a job like you get a girl: case the situation, wear a clean shirt, and try to appear reasonably willing.

"Maybe jobs aren't as plentiful right now, but there are jobs. You may not believe it, but all around you employers are looking for young men and women smart enough to go after a job in the old-fashioned way.

"If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You will be head and shoulders above the rest.

"For both our sakes, get eager, will you?—THE BOSS"

APPENDIX F

WORK ADJUSTMENT

1. Work Adjustment Plan
2. Work Adjustment Report
3. Source Document
4. Work Adjustment and Independent Living Skills Referral Form
5. Work Skills Program - Vocational Assessment
6. Work Performance Data Sheets
7. Work Skills Referral Form

WHITTIER UNION HIGH SCHOOL DISTRICT
CAREER ASSESSMENT AND PLACEMENT CENTER

WORK ADJUSTMENT PLAN

CLIENT: ______________________________

DATE REFERRED: ______________ REFERRED BY: ______________

TEACHER: ______________ SCHOOL: ______________

TRAINING OBJECTIVES:

____

____

____

____

PLAN:

Location of Training: ______________________________

Training Methods: ______________________________

____

____

____

Persons Included In
Carrying Out Plan: ______________________________

Time Frames: ______________________________

______________________________ ______________________________
Work Adjustment Specialist

______________ ______________
Date

____
Student/Client

LEGEND

Original - Client File
Yellow - Teacher

F-1

9/81

WHITTIER UNION HIGH SCHOOL DISTRICT
CAREER ASSESSMENT AND PLACEMENT CENTER

WORK ADJUSTMENT REPORT

CLIENT: ______________________ DATE OF SERVICE: ______________

REFERRED BY: ______________________ TEACHER: ______________

TRAINING OBJECTIVE:

PROGRESS:

RECOMMENDATIONS:

Work Adjustment Specialist

Date

LEGEND

Original - Client File
Yellow - Referral Source
Pink - Teacher

F-2

9/81

CAREER ASSESSMENT AND PLACEMENT CENTER

SOURCE DOCUMENT

PROGRAM: Work Adjustment

REPORT MONTH: _____

STAFF: _____

CLIENT: _____

DATE STARTED: _____ DATE TERMINATED: _____

PROGRAM LENGTH: _____ ATTENDED _____ DAYS OUT OF _____ DAYS

SECTION I

Characteristics:

1. Number of weeks of continuous unemployment prior to program entry: _____

CIRCLE NUMBERS OF ALL THAT APPLY:

2. Client has no prior work experience
3. Client has been terminated from at least one job for poor job performance.
4. Client has had no formal occupational training
5. Client is under 18 years of age
6. Client has less than a 4th grade reading level
7. Client is diagnosed as severely handicapped

SECTION II

Results/Benefits:
Goal

_____ 1. Obtain competitive employment _____ Yes _____ No

_____ 2. Maintain job stabilization - 60 days _____ Yes _____ No

_____ 3. Complete training program _____ Yes _____ No

_____ 4. Obtain employment seeking skills _____ Yes _____ No

_____ 5. Obtain employment keeping skills _____ Yes _____ No

_____ 6. Complete career exploration process _____ Yes _____ No

_____ 7. Obtain independent living skills _____ Yes _____ No

_____ 8. Received placement services _____ Yes _____ No

_____ 9. If not benefits obtained, community resource to which referred:

_____

Client not accepted by resource (check) _____
Client not referred to community resource (check) _____

F-3

CAREER ASSESSMENT AND PLACEMENT CENTER

WORK ADJUSTMENT AND INDEPENDENT LIVING SKILLS

REFERRAL FORM

DATE: ____________________

NAME: ______________________________ AGE: ____________

HOME ADDRESS: ______________________________________

TELEPHONE NO.: ________________

SCHOOL: ____________________ PROGRAM: ______________

TEACHER: ____________________ GRADE: ______________

Pre-Vocational and Vocational Skills

___ Work habits (attendance, punctuality, etc.)

___ Appropriate dress and grooming

___ Job seeking skills (resume, interviews, etc.)

___ Productive skills (quality and quantity)

___ Orientation to work practices (benefits, payroll deductions, etc.)

___ Work attitude (supervision, frustration level, cooperation, work confidence, etc.)

___ Tutoring (exams, reading in training)

___ Work related skills (counting, measuring, vocabulary, etc.)

___ Other: ______________

Personal and Social Adjustment

___ Interpersonal and communicative skills (co-worker, supervisor)

___ Self-esteem

___ Value awareness

___ Assertiveness

___ Other: ______________

Independent Living Skills

___ Mobility training (RTD, driver's license)

___ Consumer skills (budgeting, self-care, etc.)

___ Other: ______________

Comments: ____

____

REFERRAL SOURCE: ____________________

Legend

White - Work Adjustment
Yellow - Referral Source

CAPC 2.2 (10/80)
F-4

CAREER ASSESSMENT AND PLACEMENT CENTER

Work Skills Program
Vocational Assessment

Name: ______________________

Teacher: ______________________

Behaviors To Be Worked On		Yes	No	Sometimes
_____	1. Stays on task for increasing durations.			
_____	2. Responds to instructions/directions within a specified time period.			
_____	3. Can switch tasks upon command without maladaptive behavior.			
_____	4. Works independently.			
_____	5. Works well in a group, i.e., as a member of an assembly line.			
_____	6. Remembers job steps.			
_____	7. Remains on task in a distracting environment.			
_____	8. Does not waste time.			
_____	9. Completes task with accuracy.			
_____	10. Cleans up work area.			
_____	11. Avoids excess and unnecessary verbalizations.			
_____	12. Asks for additional supplies as needed; returns supplies at end of work period.			
_____	13. Asks for assistance when needed.			
_____	14. Can locate work area from restroom and return to work area.			
_____	15. Demonstrates mature behavior.			
_____	16. Is courteous.			
_____	17. Accepts and responds appropriately to criticism.			
_____	18. Converses with co-workers and supervisors appropriately.			
_____	19. Can handle frustrations appropriately.			
_____	20. Asks for work upon completion of tasks; is self-motivated.			

Comments:

____

____

____

____

____

____

____

______________________ Evaluator

______________________ Date

______________ Supervisor Initials

______________ Date

F-5

N/A=Not Applicable

11/85

WORK PERFORMANCE DATA SHEET

Job Site: ____________________

Date: ____________________

WORKER	TASK		TASK		TASK		INTERVENTION	COMMENTS
	Vacuum		Dust		Rake/hoe			
	Sweep		Clean Tables/ Chairs		Windows/ Mirrors			
	Vacuum		Dust		Rake/hoe			
	Sweep		Clean Tables/ Chairs		Windows/ Mirrors			
	Vacuum		Dust		Rake/hoe			
	Sweep		Clean Tables/ Chairs		Windows/ Mirrors			
	Vacuum		Dust		Rake/hoe			
	Sweep		Clean Tables/ Chairs		Windows/ Mirrors			

WORK PERFORMANCE DATA SHEET

Assessment: ______________________ **Worker:** ______________________

Training Plan: ______________________

Date	Task	Working Time	# of Units	Norm	Errors	Training	Intervention	Comments

CAREER ASSESSMENT AND PLACEMENT CENTER

WORK SKILLS REFERRAL

Special Education Teacher: ____________________ School: ____________ School Phone: __________

Student's Name: ______________________________ Referral Date: ______________

Date of Birth: ______________ Social Security No: ______________ Phone: __________

Address: ____

Parent or Guardian: ____

In Case of Emergency (Contact Person): ______________________________

Address: ____

Home Phone: ______________________ Business Phone: ____________________

* *

(PLEASE FILL IN AS COMPLETELY AS POSSIBLE)

Reason for Referral: ____

____

Disability: ____

Medical Information:

General Physical Health: ______________________________________

Medical Limitations (Physical/Emotional): ________________________

____

Medications: ______________________ Schedule: ______________________

Does This Person Have Seizures: Yes _____ No _____ What Kind: ______________

How Often: ____

Food Allergies: ____

Chemical Allergies: ____

Miscellaneous Information:

Additional Information You Feel is Important: ______________________

____

____

09/86

F-7

APPENDIX G

Independent Living Skills - LH/SH Transition

1. Parent letter with suggestions for home
2. Parent permission letter for community training
3. Student contract on behavior standards
4. CAPC worker evaluation form
5. Emergency procedures for community participation
6. On-the-Job Training Agreement
7. Mobility Training/Skill Training Descriptions
8. Mobility Training/Skills Training Referral Form
9. Supervisor's Evaluation of employee
10. Community Data evaluation form
11. Work Training Data Form
12. Task Analysis/Prompting Data Card
13. ABC Data Card
14. Parent Permission letter for community mobility training
15. Parental Support Agreement
16. Orientation and Mobility Functional Vision Assessment
17. Functional Vision Checklist
18. Orientation and Mobility Assessment for Visually Handicapped
19. SH Parent Survey

CAREER ASSESSMENT & PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121

Dan Hulbert, Rehabilitation Services Administrator

Dear ____________________:

A large part of the time in the transition program is spent on teaching independent living skills ... learning to find items in the supermarket, learning to estimate cost of purchases, hygiene, doing laundry, planning and participating in recreational activities, paying bills, meal planning and preparation, banking, getting from place to place in the city you live in, accessing community agencies, and using yellow pages and information.

The best way for students to learn these skills is by doing them in their own environment, therefore, I am asking for your help at this time.

Here are ways in which you can help:

- Send a list and money with your son/daughter to school to shop for food or other items (May Co., Bookstore, etc.).
- Send laundry and money to do laundry at the laundromat.
- Send bills that need to be paid.
- Send information for son/daughter to make/cancel appointments for you.
- Send checks/money, etc., so student may do your banking for you.
- Allow student to open bank account of his/her own and let them bank for themselves.
- Encourage saving of money.
- Let son/daughter plan and prepare meals.
- Send money to buy stamps and mail items at the post office.
- Send money for son/daughter to buy an appropriate greeting card you may need.
- Send list of places your son/daughter may need to get to on public transportation (RTD).
- Send to library to check out or return borrowed materials.
- Send requests for information needed over the phone (make reservations, ask for phone number, find out hours open, ask about specific items to be bought, etc.).

These are only examples of ways you can help. Any other way in which your son/daughter can learn by doing something for you, feel free to send it with him/her to school. If you have questions, please call me at 698-8121, extension 324.

A JOINT VENTURE OF

Whittier Area Cooperative Special Education Program and Whittier Union High School District

Accredited by the National Commission on Accreditation of Rehabilitation Facilities

Learning for your son/daughter will be most meaningful if you will help in some way suggested.Thank you for you support.

Sincerely,

Rose Kroll
Transition Teacher

RK/nh

CAREER ASSESSMENT & PLACEMENT CENTER

A JOINT VENTURE OF
Whittier Area Cooperative Special Education Program and Whittier Union High School District
9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121

Dear Parents:

Your son/daughter is enrolled in an LH Transition Program which provides instruction in career exploration, employment development preparation, and independent living skills. As regular activities during the 1987/88 school year, we will be instructing your son/daughter in community experiences outside the classroom. Community awareness will be stressed and may include money handling, bus travel, tours of various job sites, and use of community services such as banks, restaurants, and other appropriate agencies. This training will provide a practical application of skills that have been presented in the classroom.

So that he/she may participate in some community experience, it may be required that an instructor transport your child by automobile or that he/she make use of public transportation facilities or District transportation. I would appreciate your acknowledgement/permission for your child to participate in these community experiences. As students become more competent, they will be participating without adult supervision.

Please detach and return the following authorization and do not hesitate to contact me with any questions or concerns.

Thank you.

Sincerely,

Rose Kroll

Rose Kroll
Transition Instructor

Richard L. Rosenberg, Ph.D.
Transitional Project Specialist

jk

(Please Detach and Return)

I give my permission for ______________________ to participate in any off-campus training activities designed to facilitate career training activities as part of his/her Transition Program during the 1987/87 school year. I give permission for my son/daughter to be transported in personal cars as necessary.

I understand that my son/daughter may be off campus without direct adult supervision at the discretion of the instructors.

______________________ Date

______________________ Signature of Parent/Guardian

08/87

G-2

Dan Hulbert, Rehabilitation Services Administrator

Accredited by the National Commission on Accreditation of Rehabilitation Facilities

CAREER ASSESSMENT AND PLACEMENT CENTER/

CAREER EDUCATION EVALUATION CONTRACT FOR ______________________________

I understand that to remain in the Career Education Class, I am required to maintain the specific behaviors listed below. I also understand that I will be evaluated every 30 days and that if I have not met these required behaviors, my placement in the Career Education Program will be reviewed. At that time, I may be sent back to my home high school or dismissed from the program.

I agree to:

1. Be on time daily.
2. Be at school for the designated amount of time daily.
3. Have a positive attitude toward work and supervisors.
4. Work independently and not waste time.
5. Participate in vocational training.
6. Dress appropriately for work settings.
7. Other specific areas as listed:

____

____

____

____

____

____

____________________ Date

______________________________ Student Signature

______________________________ Career Education Instructor Signature

______________________________ Vocational Counselor Signature

WHITTIER UNION HIGH SCHOOL DISTRICT
Career Assessment and Placement Center

Worker Evaluation

LEGEND
White - Rehabilitation
Green - Central File
Canary - Trainee
Pink - Teacher
Goldenrod - Supervisor

Trainee's Name: ______________________

Work Site: ______________________

Address: ______________________

City: ______________________

Phone No. ______________________

Position: ______________________

Site Supervisor: ______________________

Pay Period Begins: ____________ Ends: ____________

Evaluations should be made on a realistic basis. Stipend pay rates are calculated based on percentages earned in each assessment category.

ASSESSMENT CATEGORIES	100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	Date	Hours		
												In	Out	Total
PUNCTUALITY-regularly on time														
ATTENDANCE-dependable; notifies in advance if absent														
ATTITUDE-positive toward work, co-workers, supervisors														
FOLLOWS INSTRUCTIONS-oral and written														
APPEARANCE-appropriately dressed														
RETAINS INSTRUCTIONS-remembers tasks from day to day														
WORKS INDEPENDENTLY-does not need continuing supervision; does not waste time														
INITIATIVE-self starter; works ahead without further direction														
QUALITY OF WORK-accurate and well done														
SPEED AND PRODUCTIVITY-is equivalent to a full-time employee														
													Total Hours	

Please comment on Trainee's progress: ______________________

____

Supervisor's Signature: ______________________

Trainee's Signature: ______________________

Please have worker evaluations completed and signed for payroll processing by: ______________
Date

7/83

EMERGENCY PROCEDURES FOR COMMUNITY PARTICIPATION

The following procedures have been established in an effort to maximize the students' participation in the community and minimize the risks. These procedures concern both the students' and the teachers' responsibilities. In the Transition Program, the Program Coordinator is the primary contact person--both in the classroom and community--for situations involving lost, sick, injured, or behavioral problem students. It is the responsibility of the classroom teacher to instruct each student in correct emergency procedures and stranger awareness.

Travel in the community requires that all students must carry:

- Wallet with card holders
- Emergency card with 20 cents
- Money for activity
- DMV identification
- Home emergency information
- RTD monthly pass
- RTD handicapped identification
- RTD bus route card
- Schedule card
- Medical alerts

Emergency materials for staff:

- Student/client schedules
- Telephone numbers
- Bus schedules
- Beeper numbers and procedures (in office)
- Personal identification
- District identification
- Program description card

Office will have file with the following information for each student/client:

- Student photograph
- Date of birth
- Social Security #
- Height
- Weight
- Hair color
- Eye color
- Nationality
- Communication mode
- Schedule
- Address
- Telephone #
- Home contact person
- Emergency telephone #, person to contact
- Other relevant information

The following procedures should be followed in emergency situations when the student is in the community accompanied by an instructor. In an emergency situation, when the student is unaccompanied by an instructor, natural and logical consequences will result.

If a student becomes lost:

- Telephone the Coordinator at the Career Assessment and Placement Center (CAPC) and follow their instructions

  When receiving a phone call from a student/client who is lost, be sure to get his/her location. He/she may need to spell the name of the streets or stores near them or ask someone else to come to the phone and help. Stress that they do not hang up until you are confident you know where they are—no matter how long it takes. Also, get the number of the phone from which the student is calling.

- Coordinator will secure the following information from various services (e.g., employer, parent, trainer, peers, etc.):
  - Retrieve the student/client schedule
  - Verify the last place the student/client was seen
  - Verify the student/client's departure time and how the client/student was going
  - Identify what clothing and special items the client/student had on and with them
  - Notify auxillary staff (secretaries, district switchboard operators, etc.)

Based on above information, Coordinator will determine whether to direct a community search or notify the RTD.

RTD SEARCH

Have the bus schedule, anticipated starting and completion point, and time schedule before calling RTD for assistance.

When calling RTD notify Mrs. Langly at 972-6235. Describe client/student's disability, give age, height, weight, behaviors, language, etc. Give them the anticipated route number and schedule.

Give RTD the telephone number and extension to get in touch with you. Someone must be at this number at all times.

COMMUNITY SEARCH

The Coordinator will facilitate the following:

- Drive the bus route between stop the student would embark and stop where student should disembark
- Check places in area that student is familiar with and may have utilized in past (e.g., restaurants, parks, stores)

- Drive entire bus route
- Check with others who may have seen the individual in the area (employers, regulars on bus, peers, etc.)

Coordinator must determine, on an individual situation, specific basis at which point the parents should be notified.

After unsuccessful community/RTD search, Coordinator should notify administration at Whittier Union High School District and Whittier Area Cooperative Special Education Program (WACSEP). At this time an administrator will notify either the Whittier Police Department of Norwalk Sheriff's Department.

MEDICAL EMERGENCIES

Define how sick the student/client is (is this possibly an avoidance behavior).

Identify any physical characteristics that will validate the individual is sick:

- Temperature
- Perspiring
- Chills
- Vomiting
- Diarrhea

Call coordinator to determine option (continue with program, send home, seek medical assistance, etc.).

Coordinator must inform significant others to be effected by chages (e.g., employer, other trainers, parents).

INJURED STUDENTS

If a student/client becomes injured while in training:

- Determine the student/client's medical situation.
- Provide necessary first aid. Send a designated person to call paramedics for medical assistance. Do not leave student, if at all possible.
- Call CAPC Coordinator or have someone who is helping you call. Use your community trainer identificationn so the person will have the necessary information.
- Coordinator will make further calls, transport student, etc.
- Once the injury is under control or the paramedics are involved, you need to start the documentation process. Everything needs to be documented for liability and insurance.

SEIZURES

- Assist the student/client to the ground.
- Turn them on their side.

- Clear the area (move objects student my hurt themselves on).
- DO NOT put anything in their mouth.
- You may want to put a cover on the person.
- One needs to be aware of the student/client who is seizure prone to know how long the seizures last. One should know if there has been a problem with medication and one must know the medication the student/client is on the paramedics must know. IF the seizure continues more than normal or more than ten (10) minutes, have someone call the paramedics and CAPC Coordinator. DO NOT leave the student/client.
- Keep track of the time/length of the seizure.
- Following the seizure, assess the student/client's physical ability. Coordinator and staff will decide to have the student/client continue in program or to be removed from programming for rest.
- The CAPC Coordinator will call the family and arrange for the family to pick up the student/client or to have the student/client taken home.
- A seizure report must be completed.

SEVERE ACTING OUT

- Use program description card.
- Contain student as much as possible without risking injury.
- Obtain assistance to call CAPC Coordinator (possibly police) and help with other students.

MISCELLANEOUS ISSUES

- After 4:30 emergencies
- Spanish speaking parents/caretakers
- Weekends and nonschool times
- Family emergency
- Nonemergency problems (no bus money, toileting, refusing to work)

Staff to be trained and involved in emergency procedures:

- Coordinator
- Instructors
- Technicians/Specialists
- Secretaries
- Employers
- Peers
- Family members
- Police and Sheriffs
- RTD staff and security
- Community members/merchants
- Switchboard operators

Student emergency procedure training issues:

Stranger training - emergency procedures:

- Expresses own name (verbally or nonverbally
- Expresses own address
- Expresses own telephone number
- Recognizes functional words/signs
- Makes decisions independently
- Knows where/whom to seek help from
- Telephone skills
- Carries emergency money at all times
- Carries emergency identification at all times (state, school, medical, etc.)
- Application and use of money in appropriate settings
- Follow directions in various settings from various people
- Follow rules of safety and conduct in different settings
- Recognizes emergency (lost, hurt, sick)
- Express need for help
- Interacts appropriately with people in various settings

CAREER ASSESSMENT
& PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121
Dan Hulbert, Rehabilitation Services Administrator

ON-THE-JOB TRAINING AGREEMENT

Amongst The

WHITTIER UNION HIGH SCHOOL DISTRICT, COMMUNITY EMPLOYER, AND TRAINEE

The Career Assessment and Placement Center provides vocational services for students to become prepared for competitive employment upon completion of their high school education. One means of vocational preparation is on-the-job training in an actual employment setting within a business or industry in the community.

There are some basic responsibilities that are expected of the employer, the Center, and the trainee in the development and implementation of such a training agreement, as outlined below:

EMPLOYER'S RESPONSIBILITIES

* Provide a work site and realistic work tasks for the trainee to perform;
* Provide the tools, supplies, and equipment necessary for the trainee to perform the assigned work tasks, unless the job is one which requires the employee to supply their own tools;
* Provide instruction on the assigned work tasks;
* Provide general supervision of the trainee;
* Complete bi-weekly training evaluation forms on the trainee's performance;
* In the event of an injury, employer is responsible for contacting the Career Assessment and Placement Center immediately and completion of required forms. If the accident occurs after our work hours (i.e., evenings, weekends), the employer is responsible for transporting the trainee to designated medical facility.

CAREER ASSESSMENT AND PLACEMENT CENTER'S RESPONSIBILITIES

* Provide vocational training and preparation for the trainee;
* Prescreen the trainee by assessing his/her work skills, interests, aptitudes, and behavior, and matching these with an appropriate training setting;
* Provide ongoing counseling and follow-up with the trainee throughout the training period;
* Provide additional support services as needed (could involve one-to-one skill or behavioral training at the training site);
* Provide Workers' Compensation Insurance coverage for those trainees that are not being paid a wage by the employer.

(Continued on Back)

A JOINT VENTURE OF
Whittier Area Cooperative Special Education Program and Whittier Union High School District
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TRAINEE'S RESPONSIBILITIES

The Trainee is expected to demonstrate acceptable work attitudes and behaviors in the following areas. Trainees that do not will be provided support services by the Career Assessment and Placement Center in order to facilitate the appropriate behavior.

- Attendance/punctuality
- Appearance
- Retains instruction
- Work independently
- Initiative
- Speed and productivity
- Quality of work

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Dan Hulbert, Rehabilitation Services Administrator

MOBILITY TRAINING

1. Contact Person: Supported Work Project Specialist, (213) 698-8121, extension 318.

2. Purpose of Service: Mobility Training provides one-to-one instruction in independent travel within the community, with an emphasis on street component recognition, pedestrian skills, use of public transportation and appropriate social behaviors, leading to integrated community independence for vocational, social, educational, and recreational purposes.

3. Target Population: Developmentally disabled individuals, sixteen years of age or older, residing in the greater Whittier area.

4. Admission Criteria: In general, a client referred for Mobility Training should:
   a) Be nondestructive to self, others, and surrounding environments
   b) Have basic self-care skills
   c) Be independently mobile
   d) Have some mode of communication
   e) Have the potential for developing independent travel skills
   f) Have the total support of parent/guardian(s) to participate fully in all facets of this training program

5. Referral Process: The referral source should complete a Mobility Training/Skill Training Referral Form and submit it to the Career Assessment and Placement Center, along with copies of the following:
   a) Previous mobility training reports
   b) Most recent Annual Review
   c) Social/behavioral history/report
   d) Psychological assessment reports, if available
   e) General medical exam
   f) Medical specialist reports, if available
   g) "Parental Support Agreement" signed by parent/guardian(s)

6. Intake Process: Upon receipt of the referral form and other pertinent information, the client is contacted and an intake interview with the Supported Work Project Specialist and the parent/guardian(s) is scheduled. Regional Center counselors are invited to attend the intial intake interview. During the interview, a mobility program is developed and a starting date established. If not in attendance, the referral source is notified by telephone of the starting date and training program specifics and is required to send an authorization for services to the Career Assessment and Placement Center prior to the established starting date.

(Continued on Back)

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7. Average Length of Program: Program duration will depend on the client's previous history of mobility training:

   a) Clients who have had previous independent mobility training and are being retrained or trained to self-transport to a new destination will be in the program an average of one to two weeks, requiring a minimum of 5 hours of training with 2 hours of follow-up (shadowing to assure that the skills are mastered).

   b) Clients who have had no previous independent mobility training will be in the program an average of 2-4 weeks, requiring a minimum of 15 hours of training with 2 hours of follow-up (shadowing to assure that the skills are mastered).

   Mobility Training is terminated when:

   a) The Mobility Training objectives are met

      or

   b) Sufficient progress on the Mobility Training objectives is not being made due to lack of participation or inability to benefit from the training.

8. Methods Used: The Supported Work Project Specialist designs, supervises, and directs each individually prescribed Mobility Training program. Trained Vocational Specialists and other support staff implement the programs in a one-to-one training design.

9. Progress Measurements and Reporting Procedures: At the start of Mobility Training, baseline data is gathered in four areas: 1) knowledge of street components; 2) pedestrian skills; 3) bus riding components; and 4) behavioral variables. The same checklists are used at the conclusion of Mobility Training as a method of reporting skill acquisition and current functioning levels. Within 2 days of the completion of the Mobility Training, the referral source is notified by telephone. A written report comprised of pre- and post-test checklists, along with a narrative summation of skills and behavioral variables, is sent to the referral source within 2 weeks of the completion of the Mobility Training.

10. Cost: The cost of providing Mobility Training is $12.84/client/hour direct instruction.

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Dan Hulbert, Rehabilitation Services Administrator

SKILL TRAINING

1. Contact Person: Supported Work Project Specialist, (213) 698-8121, extension 318.

2. Purpose of Service: The short-term goal of Skill Training is for the client to: 1) identify personal interests, skills, and needs; (2) identify appropriate community programs; and 3) access those programs. The long-term goal is for the client to be successfully integrated into a heterogeneous community by providing prescriptive instruction in skills specifically related to his/her participation and functioning in that community.

3. Target Population: Developmentally disabled individuals, sixteen years of age or older, residing in the greater Whittier area.

4. Admission Criteria: In general, a client referred for Skill Training should:
   - a) Be nondestructive to self, others, and surrounding environments
   - b) Have basic self-care skills
   - c) Be independently mobile
   - d) Have some mode of communication
   - e) Have the potential for functioning independently in community programs
   - f) Have the total support of parent/guardians(s) to participate fully in all facets of this training program

5. Referral Process: The referral source should complete a Mobility Training/Skill Training Referral Form and submit it to the Career Assessment and Placement Center, along with copies of the following:
   - a) Previous vocational experiences (volunteer, work training, work experience, etc.)
   - b) Current vocational interests
   - c) Most recent Annual Review
   - d) Social/behavioral history/report
   - e) Psychological assessment reports, if available
   - f) General medical exam
   - g) Medical specialist reports, if available
   - h) "Parental Support Agreement" signed by parent/guardian(s)

6. Intake Process: Upon receipt of the referral form and other pertinent information, the client is contacted and an intake interview with the Supported Work Project Specialist and the parent/guardian(s) is scheduled. Regional Center counselors are invited to attend the initial intake interview. During the interview, an individualized Skill Training program is developed and a starting date established. If not in attendance, the referral source is notified by telephone of the starting date and training program specifics and is required to send an authorization for services to the Career Assessment and Placement Center prior to the established starting date.

(Continued on back)

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7. Average Length of Program: Individual client programs will vary from several hours per week to one hour per month. Typically, clients will not be provided direct service on a daily basis. The maximum number of direct program hours per client per month is anticipated to be 20 hours. Clients will typically remain in the program for a minimum of 3 months, including follow-up support services.

   Skill Training is terminated when:

   a) The Skill Training objectives are met, i.e., client is functioning at an optimum level of adult independence, successfully integrated into heterogeneous, generic community programs

      or

   b) Sufficient progress is not being made due to lack of participation or inability to benefit from the training.

8. Methods Used: Clients are provided one-to-one counseling by the Supported Work Project Specialist who assesses the individual's social, recreational, vocational and educational skills, needs and interests. The client is provided information on the "menu" of community resources and services available to meet his/her needs and interests, supplemental instruction in order to access an individually tailored schedule of activities, and ongoing monitoring and support services to assure that the client is achieving satisfaction and fulfillment in his/her personal program. If existing programs do not meet the client's interests and needs, the Supported Work Project Specialist will develop appropriate individual programs and services. The training will be implemented by a trained Vocational Specialist and/or other support staff on a one-to-one or small group basis.

9. Progress Measurements: The client's progress is measured by matching the intake assessment results and referral request with the individual's program of activities as he/she participates in the training process and upon termination of services. Within 2 days of the completion of Skill Training, the referral source is notified by telephone, and a written report is submitted within 2 weeks.

10. Cost: The cost of providing Skill Training is $26.15 per client for each face-to-face or direct service hour

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Dan Hulbert, Rehabilitation Services Administrator

MOBILITY TRAINING/SKILL TRAINING REFERRAL FORM

Referral Date: ______ Regional Center Counselor ______
Name: ______ D.O.B ______
Address: ______ Phone: ______
Social Security No: ______ Parent(s)/Guardian(s): ______
In Case of Emergency (Contact Person): ______
Address: ______ Home Phone: ______ Bus. Phone: ______
Training Desired: Mobility Training ______ Skill Training ______ Both ______
Projected Number of Hours of Training Required Per Month: ______
Reason For Referral (Please be Specific): ______

MEDICAL INFORMATION:

General Physical Health: Cardiac ______ Respiratory ______ Physical ______ Other ______
Physical Adaptations Utilized: Crutches ______ Wheelchair ______ Walker ______ Other ______
Hospitalizations (Dates/Where/Reason): ______
Medications: ______ Schedule: ______
Does client have seizures: ______ How often: ______ What kind: ______
Does client have allergies: ______ To what: ______ Reaction: ______
Other relevant medical information: ______

EDUCATIONAL INFORMATION:

Date of last school attendance: ______ Program placement: ______
Functional reading skills: ______
Functional math skills: ______
Communication skills (Receptive/Expressive): ______
Are adaptive communication devices used: ______ Describe: ______
Behavioral strengths and weaknesses: ______

(Continued On Back)

A JOINT VENTURE OF
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FOR CAPC USE ONLY

ASM	____	#2	____
SWP	____	#3	____
#1	____	#4	____

PREVIOUS MOBILITY TRAINING: (Complete for Mobility Training Referral)

(Include dates, training agency, training routes, degree of independence achieved, etc.)

____

____

____

VOCATIONAL HISTORY: (Complete for Skill Training Referral)

Dates (To/From)	Name/Location	Type of Work

MISCELLANEOUS INFORMATION:

Client's primary language: ______________________________

Parent(s)/Guardian(s) primary language: ______________________________

Client currently resides with: Parent(s)/Guardian(s): ______ Other Residence: ______

Please explain: ______________________________

Are parent(s)/guardian(s) supportive of the client receiving these services: Yes ____ No ____

Comments: ______________________________

____

Additional information you feel is important: ______________________________

____

PLEASE ATTACH THE FOLLOWING CURRENT INFORMATION:

Medical Reports
Psychological Testing
Program Plans/School Reports
Annual Reviews (e.g., CDER)

ASM
01/06/8[illegible]

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Dan Hulbert, Rehabilitation Services Administrator

TRANSITION PROGRAM

Supervisor's Evaluation of Employee
Following Employment

EMPLOYEE EVALUATION

Client/Employee's Name: ____________________ Date Hired: __________
Job Title: ____________________ Current Date: __________
Job Site: ____________________
Job Coordinator: ____________________

Please circle the reply that best represents your opinion about the client/employee's present situation.

1. The employee arrives and leaves on time.

   Much Too Seldom — Not Often Enough — Undecided — Usually — Always

2. The employee maintains good attendance.

   Much Too Seldom — Not Often Enough — Undecided — Usually — Always

3. The employee takes meals and breaks appropriately.

   Much Too Seldom — Not Often Enough — Undecided — Usually — Always

4. The employee maintains good appearance.

   Much Too Seldom — Not Often Enough — Undecided — Usually — Always

5. The employee's performance compares favorably with the other worker's performance.

   Strongly Disagree — Somewhat Disagree — Undecided — Somewhat Agree — Strongly Agree

6. Communication with the employee is not a problem.

   Strongly Disagree — Somewhat Disagree — Undecided — Somewhat Agree — Strongly Agree

(Continued on back)

7. The employee attends to job tasks consistently.

Strong Disagree	Somewhat Disagree	Undecided	Somewhat Agree	Strongly Agree

8. Your overall appraisal of the employee's proficiency at this time.

Needs Immediate Improvement	Somewhat Sub-Standard	Satisfactory	Somewhat Better Than Required	Much Better Than Required

9. Do you wish to meet with a representative from our Center?

Yes	No

Additional Comments: ____

____

____

____

____

____

CAREER ASSESSMENT & PLACEMENT CENTER

TRANSITION
WORK TRAINING DATA FORM

Site: ______________________ **Date:** ______________________

Client: ______________________ **Time of Eval:** ________ to ________

Job: ______________________ **Evaluator:** ______________________

____

TASKS	Rating Within Task		Rating Between Task		R+	Time Start	Time Stop
	Quality Problem	Speed Problem	Behavior	Skill			

TRANSITION
COMMUNITY DATA

Student Name ______________________

Destination ______________________

Mode of Transportation ______________________

Task ______________________

Observer ______________________

I = Independent

Assistance Needed Due To:

B = Behavior

S = Skill

Date										
Dress/grooming appropriately										
Has I.D./$/Materials										
Leaves home/school on time										
Walks to work/bus stop safely/appropriately										
Locates work/bus stop										
Waits for bus appropriately										
Boards correct bus										
Functions on bus ($, seating, behavior)										
Locates stop/departs										
Walks safely to destination										
Locates destination										
Initiates task										
Performs task										
Completes task/cleans up										
Leaves on time										

8/85

KEY

- + Excellent
- ✓ No Problem
- – Problem
- o Severe Problem

GENERAL EVALUATION Date										
Independence										
Peer Relations										
Social Interaction										
Attitude										
Appearance										
Cooperative										
Initiative										
Endurance										
Pride										
Honesty										
Follows directions										
Rate										
Quality										

Domain:
Activity:

	Date: Name:														
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
13.															
14.															
15.															
16.															
17.															
18.															
19.															
20.															
Student's Total															
Performance (Student's Total %)															

KEY:
1 = Full physical prompt with direct verbal
2 = Partial physical prompt with direct verbal
3 = Modeling
4 = Direct verbal
5 = Indirect verbal
6 = Gestural
7 = Independent
NC = Noncompliant

COMMENTS:

07/86

ABC DATA CARD

Target Behaviors: ______________________________

____

____

Date	Time Start Stop	What Happened Before? (Antecedents)	What Happened? (Behavior)	What Happened After? (Consequences)	Staff Initials

---

BEHAVIOR INTERVENTION HIERARCHY

These steps represent a progression of staff responses to inappropriate behavior. Always start with #1 and proceed downward only if the student does not comply with each direction.

LEAST RESTRICTIVE ↓

1. Redirect behavior to an appropriate response or competing response such as use of communication, photos, signs, appropriate words.

2. Contingent Removal: Student removes self.

   Verbal direction to remove self from group and to to a specific place.

   Verbal direction plus gestural (point)

   Partial physical prompt (touch student, guide in right direction, student moves on own).

   Full physical prompt - escort student to area (you move student).

3. Supervision

- Staff observes from afar
- Staff stands behind or in strategic place (between student and street)
- Staff stands within arm's reach of student.
- Staff uses passive resistance to contain student
- Staff uses intermittant physical contact to contain student (clothing)
- Staff uses continual physical contact to contain student

MOST RESTRICTIVE

Criteria for return to group - 3 minutes calm and without inapproriate behaviors or based on student self-report of readiness.

Continual physical contact for more than 2 consecutive minutes shall result in a call for help ASAP.

Any second incident requiring intermittant or continual physical contact will result in a call for help ASAP.

Any incident of running from staff shall results in continual physical contact and a call for help ASAP.

Students requiring return to campus shall be treated as matter-of-fact as possible and placed on a least desirable activity until their group naturally returns.

CAREER ASSESSMENT & PLACEMENT CENTER

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Dan Hulbert, Rehabilitation Services Administrator

Dear Parents:

Independent living skills training will be the major area of emphasis in the Transition Program during the 1986-87 school year. Community mobility will again be stressed with programs providing training in the areas of street safety, RTD bus riding, shopping, and the use of various public services. As always, we will be teaching appropriate public behavior in each of these settings.

Students will participate in on-going training sessions throughout the year. They will be expected to take advantage of these community experiences, with training and support provided by District personnel. As students become competent in the community, they will be participating without direct adult supervision. For example, some students will be riding the RTD by themselves to and from their work training site, while other students may be ready to walk to the restaurant across the street by themselves to buy a milkshake. Before students begin to travel and/or participate in activities independently in the community, parents/guardians will be notified. Also, it may be necessary for students to be transported in personal cars by staff members (e.g., in case student misses the bus).

As with all school activities, your permission is necessary for your son/daughter to take advantage of these activities. If you have any questions, please contact us.

Sincerely,

Bonnie Bolton

Bonnie Bolton
Independent Living Skills/Transition Specialist
(213) 698-8121, extension 314

Richard Rosenberg, Ph.D.
Transitional Project Specialist
(213) 698-8121, extension 322

(Please detach and return)

I give my permission for ______________________ to participate in any off-campus activities designed to facilitate independent living skills as part of his/her transition program during the 1986/87 school year. I give permission for my son/daughter to be transported in personal cars as necessary.

I understand that my son/daughter may be off campus without direct adult supervision at the discretion of the instructors.

______________________ Date

______________________ Signature of Parent/Guardian

A JOINT VENTURE OF
Whittier Area Cooperative Special Education Program and Whittier Union High School District
Accredited by the National Commission on Accreditation of Rehabilitation Facilities

CAREER ASSESSMENT & PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121
Dan Hulbert, Rehabilitation Services Administrator

PARENTAL SUPPORT AGREEMENT

The services provided by the Career Assessment and Placement Center offer my son/daughter the opportunity to maximize his/her potential for independent functioning in an integrated community setting for vocational, social, educational and recreational purposes. To realize the greatest degree of independence, my son/daughter may travel in the community and/or participate in community programs without the direct supervision of Career Assessment and Placement Center instructors.

The success of the program is highly dependent upon the commitment of all individuals involved. I realize that as a parent/guardian I greatly influence my son/daughter's life. Therefore, the success my son/daughter experiences in the program partially depends on me. I am fully supportive of my son/daughter actively participating in the program offered by the Career Assessment and Placement Center, and will allow my son/daughter the independence and freedom to engage in all aspects of the program.

____
Signature of Parent(s)/Guardian(s)

____
Date

____
Son/Daughter's Name

A JOINT VENTURE OF
Whittier Area Cooperative Special Education Program and Whittier Union High School District
Accredited by the National Commission on Accreditation of Rehabilitation Facilities

11/85

G-15

Orientation and Mobility (Functional) Vision Assessment

Student ______________________

Birthdate ______________________

Date of Assessment ______________

Student's visual acuity and/or fields ______________________________

Types of low vision aids presently being used ______________________________

Cause of visual impairment ______________________________

Prognosis ______________________________

Additional information ______________________________

____

____

TASK	RATING	SM = student in motion SS = student stationary		TM = target in motion TS = target stationary		DISTANCE	LIGHTING
1. Recognizes shapes and gross outlines.		SM	SS	TM	TS		
Comments:							
2. Identifies fellow classmates visually.		SM	SS	TM	TS		
Comments:							
3. Identifies object from waist to head level.		SM	SS	TM	TS		
Comments:							
4. Identifies object from waist to foot level.		SM	SS	TM	TS		
Comments:							

TASK	RATING	SM = student in motion SS = student stationary		TM = target in motion TS = target stationary		DISTANCE	LIGHTING
5. Locates and reads room numbers.		SM	SS	TM	TS		
Comments:							
6. Perceives intersecting hallways.		SM	SS	TM	TS		
Comments:							
7. Locates and reads house numbers.		SM	SS	TM	TS		
Comments:							
8. Locates and reads street signs.		SM	SS	TM	TS		
Comments:							
9. Identifies crosswalk lines.		SM	SS	TM	TS		
Comments:							
10. Perceives inclines in the walking surface.		SM	SS	TM	TS		
Comments:							
11. Perceives declines in the walking surface.		SM	SS	TM	TS		
Comments:							
12. Visually detects holes and other depressions.		SM	SS	TM	TS		
Comments:							
13. Visually locates curbs.		SM	SS	TM	TS		
Comments:							
14. Perceives ascending stairs.		SM	SS	TM	TS		
Comments:							

TASK	RATING	SM = student in motion SS = student stationary		TM = target in motion TS = target stationary		DISTANCE	LIGHTING
15. Perceives descending stairs.		SM	SS	TM	TS		
Comments:							
16. Color Vision/Contrasts		SM	SS	TM	TS		
Comments:							
17. Visually distinguishes sidewalk from grass lines		SM	SS	TM	TS		
Comments:							
18. Maintains efficient line of travel.		SM	SS	TM	TS		
Comments:							
19. Maintains line of travel past gas stations and parking lots.		SM	SS	TM	TS		
Comments:							
20. Perceives motion. Speed of objects - (fast/slow).		SM	SS	TM	TS		
Comments:							
21. Perception of distance/ proximity of objects.		SM	SS	TM	TS		
Comments:							
22. Perceives traffic.		SM	SS	TM	TS		
Comments:							
23. Perceives traffic lights.		SM	SS	TM	TS		
Comments:							
24. Locates and reads walk, don't walk signs.		SM	SS	TM	TS		
Comments:							

TASK	RATING	SM = student in motion SS = student stationary		TM = target in motion TS = target stationary		DISTANCE	LIGHTING
25. Employs safety in street crossings with various traffic controls. Comments:		SM	SS	TM	TS		
26. Maintains line of travel in street crossings. Comments:		SM	SS	TM	TS		
27. Reads names and numbers on a bus. Comments:		SM	SS	TM	TS		
28. Perceives doors in a continuous building line. Comments:		SM	SS	TM	TS		
29. Visually negotiates aisles in a store. Comments:		SM	SS	TM	TS		
30. Adaptability to various lighting situations - glare/shadows. Comments:		SM	SS	TM	TS		
31. Time needed for eyes to adjust to a rapid change in illumination. Comments:		SM	SS	TM	TS		
		SM	SS	TM	TS		
		SM	SS	TM	TS		
		SM	SS	TM	TS		

FUNCTIONAL VISION CHECKLIST

Name: ____________________

	Rating	Comments
I. Maintains straight or efficient line of travel		
A. On sidewalk		
B. Crossing streets		
C. Negotiating store isles		
D. Passing gas stations or parking lots		
II. Detection and avoidance of objects		
A. Overhanging		
B. Waist to ground level		
C. Waist to head level		
III. Depth perception or drop-off detection (visually)		
A. Curbs		
B. Stairs		
C. Surface inclines/declines		
D. Holes and other depressions		
IV. Safety of street crossings		
A. Proper use of traffic		
B. Crossing at stop sign controlled intersection		
C. Crossing at light controlled intersection		
D. Crossing at light controlled intersection with turn arrows or traffic islands		
E. Use of crosswalks		
F. Perceives traffic light		
G. Perceives walk/don't walk sign		
V. Ability to adapt to various lighting situations		
A. Difficulty in Glarey situations		
B. Difficulty in shadows		
C. Difficulty adapting from indoor to outdoor.		
D. Difficulty adapting from outdoor to indoor.		
VI. Visual identification or discrimination		
A. Discriminate gross shapes or objects		
B. Discriminate people		
C. Identify doors in a continuous building line.		
D. Identify driveways along path of travel		
E. Locates destination - visually		
F. Locates & reads street signs - numbers		
G. Locates and reads house numbers		
VII. Travel in congested areas		
A. Indoors		
B. In business areas		

ORIENTATION & MOBILITY ASSESSMENT

Student: ______________ Birtdate: __/__/__ Date of Assessment: __/__/__

Visual acuity and/or field ______________

Cause of visual impairment ______________

Prognosis ______________

Additional information ______________

	Assessment	Competency	COMMENT
I. Body Mechanics			
A. Posture (static)			
Posture (dynamic)			
B. Gait			
C. Balance			
D. Eye contact			
II. Basic Orientation Concepts			
A. Use of clock			
B. Use of cardinal directions			
C. Understands geometric forms			
D. Employs turns and facing movements			
E. Has understanding of distances, near & far			
F. Is aware of his environment			
G. Has awareness of body			
H. Understands position in space			
I. Can relate spatially to objects			
J. Understands and uses landmarking (Tactile, auditory, olfactory, proprioceptive, cutaneous, thermal and/or visual)			
K. Is able to use direction taking			
L. Is able to square off			
M. Plans and reverses routes			
N. Maintains line of travel			
O. Understands concept of a block			
III. Basic Skills			
A. Employs sighted guide technique			
1. Normal position			
2. At narrow passages			
3. At doors			
4. At stairs and escalators			
5. When being seated			

	Assess.	Compet.	COMMENT
Basic Skills (continued)			
B. Demonstrates Hines break			
C. Employs trailing			
D. Explores tables and desk taps			
E. Demonstrates protective forearm technique			
F. Demonstrates lower body protective technique			
G. Systematically orients self to new environment			
H. Retrieves dropped objects			
I. Shakes hands			
J. Identifies money			
K. Enters and exits auto			
IV. Use of Long Cane			
A. Touch Technique			
1. Grip			
2. Arm position			
3. Arc width and height			
4. Wrist action			
5. Synchronization			
B. Negotiates obstacles in path of travel			
C. Controls cane at doors			
D. Controls cane in congested areas			
E. Controls cane at intersecting halls/walkways			
F. Understands storage of cane in various situations			
G. Uses Trailing with the Touch Technique			
H. Walks Sighted guide with the cane			
I. Employs Hines break with cane			
J. Understands/demonstrates Diagonal Technique			
K. Understands and demonstrates Touch and Slide Technique			
L. Navigates stairs with cane			
1. Ascending			
2. Descending			
M. Enters and exits auto with cane			
N Corrects out of step			
V. Basic Residential Travel			
A. Transfers orientation skills to new environment			
B. Maintains line of travel on sidewalks			
C. Takes direction from shoreline			

	Assess.	Compet.	COMMENT
Basic Residential Travel (continued)			
D. Copes with cane sticking			
E. Differentiates driveways, streets and alleyways			
F. Anticipates and detects curbs			
G. Recognizes change in walking surface			
1. Tactile			
2. Proprioceptive			
H. Recognizes change in direction (turns)			
I. Uses Touch and Drag when appropriate			
J. Recovers from veering in driveways			
K. Correctly lines up for crossing			
L. Crosses residential streets			
M. Uses Three Point Touch Technique			
N. Corrects for miscalculation in street crossing			
O. Able to recall/learn a grid pattern			
P. Plans and reverses routes			
VI. Advanced Residential Travel			
A. Recognizes and crosses with various curbs			
1. Blended curb			
2. Wheelchair ramp			
3. Diagonal grassline			
B. Travels in areas without sidewalks			
C. Travels around parked cars			
D. Maintains line of travel around gas stations and parking lots			
E. Recovers from veer into gas stations and/or parking lots			
F. Deals with railroad crossing			
G. Deals with increased traffic sounds			
H. Utilizes traffic as a direction taker			
I. Crosses streets with stop signs			
J. Understands basic traffic light control intersections			
K. Understands T intersections			
VII. Light Business Travel			
A. Correctly travels on business sidewalks (line of travel & position on sidewalk)			
B. Deals with street hardware			
C. Approaches intersection			

	Assess.	Compet.	COMMENT
Light Business Travel (continued)			
D. Crosses traffic light controlled intersections			
E. Correctly crosses traffic light crossing with left turn arrows			
F. Performs multiple crossings			
G. Is able to locate specific destinations			
H. Employs address system			
I. Plans and executes complex routes			
J. Plans alternative routes			
K. Is able to solicit assistance as needed			
L. Travels within a store			
M. Deals independently with escalators			
N. Deals Independently with elevators			
VIII. Advanced Business Travel			
A. Deals with heavy vehicular traffic sounds			
B. Deals with heavy pedestrian traffic			
C. Crosses heavy traffic intersections			
D. Travels independently in heavy business environment			
E. Locates specific destination			
IX. Public Transportation			
A. Gathers necessary information to plan bus route with and without transfer			
B. Locates the bus stop			
C. Identifies correct bus			
D. Deals with bus driver			
E. Handles money			
F. Locates seat			
G. Executes bus route without transfer			
H. Executes bus route involving a transfer			
I. Locates a specific destination after departing bus			
J. Relocate bus stop for return trip			

X. Additional Observations

____

____

KEY: + = Good Performance - = Fair or inconsistent needs improvement 0 = Poor or unsuccessful performance

Gartner/dw

PARENT SURVEY OF STUDENT'S
USE OF TIME OUTSIDE OF SCHOOL

Please answer the following questions, regarding your son/daughter's use of spare time, to the best of your knowledge. Please consider what your son/daughter does independently.

I. Domestic Skills

1. Does his/her own/others laundry ____ x per week
2. Cooks meals for self/others ____ x per week
3. Bathes/showers independently ____ x per week
4. Cares for other hygiene needs (e.g., shaving, makeup) ____ x per week
5. Selects own clothes from closet ____ x per week
6. Cleans own room/other rooms of house ____ x per week

Examples of domestic activities: ________________________________

____

____

II. Recreation/Leisure Activities

1. Participates in activities with family away from home ____ x per week
2. Participates in activities without family away from home ____ x per week
3. Participates in activities or hobbies at home other than watching television (e.g., sewing, shooting baskets, gardening) ____ x per week
4. Participates in "handicapped only" events ____ x per week
5. Participates in events with nonhandicapped peers ____ x per week

Examples of lesiure/recreation activities: ________________________

____

____

III. Mobility Skills

1. Walks to places independently ____ x per week
2. Walks to places with family ____ x per week
3. Walks to places with friends (peers) ____ x per week
4. Rides bicycle outside of yard ____ x per week
5. Uses public transportation independently ____ x per week
6. Uses public transportation with family ____ x per week
7. Uses public transportation with friends ____ x per week
8. Is driven by family or friend ____ x per week
9. Uses private transportation (e.g., taxi, Dial-A-Ride, school bus) ____ x per week

(Continued on Back)

IV. Consumer Skills

1. Does grocery shopping ______ x per week
2. Selects and purchases own clothes ______ x per week
3. Goes to restaurants (independently or with friend/peer) ______ x per week
4. Buys own bus pass ______ x per week
5. Pays bills ______ x per week
6. Utilizes a bank ______ x per week
7. Plans and prepares for leisure activities (e.g., calling theatre for show times, registers for classes) ______ x per week

V. Vocational Skills

1. Participates in nonpaid jobs outside of school and home ______ x per week
2. Receives pay for work done outside of school time. Specify amount earned. $______ per week

VI. General Community

1. Based on your experiences with your son/daughter, how do you think he/she would respond if approached by a police officer (e.g., run away, speak out, refuse to talk) ____

   ____

   ____

2. Can your son/daughter tell the difference between a friend and a stranger?

   ____

   ____

   ____

APPENDIX H

BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS

1. Career Education - Elementary
2. Career Education - Middle School/Junior High
3. Career Education - High School
4. Preparation for Work - Career Exploration
   Job Seeking Skills
5. Preparation for Work - Independent Living Skills
   Job Keeping Skills
6. LH Transition Class
7. Driver Training

CAREER EDUCATION

MATERIALS

ELEMENTARY
LEVEL

These materials may be checked out from the Sierra Education Center's Career Center for a three week loan. Renewals are allowed.

READING OR CAREER AWARENESS AND EXPLORATION

Singer
The Lollipop Dragon: World of Work Kit
KT 331.7 L
Elementary

Materials to help students learn about occupations, workers, tools, goods, and services. Games, activity cards, mini-prints, wall murals, sound filmstrips. Grades K-6.

PRACTICAL (SURVIVAL) MATH

Incentives for Learning, Inc.
When
KT 529 W
Elementary and Middle

One hundred sixty lesson cards in eight sections with a vinyl overlay. Time orientation, calendar, hours, half hours, quarter hours, minutes, Roman numerals, and schedules.

PRACTICAL MATH/MONEY OR INDEPENDENT LIVING/CONSUMER SKILLS

SVE
Money Skills
KT 371.9 M
Grades 4-8

Multimedia kit of materials dealing with consumer-related economic principles and practical money management. Activity cards, money mat floor games, evaluation material, four sound filmstrips.

1. Coin Names and Values
2. Comparing Coins
3. Bills and Coins
4. Buying Things

HYGIENE/KNOWLEDGE AND CARE OF BODY SYSTEMS OR SELF-CONCEPT

SVE
Slim Goodbody--Your Body, Health, and Feelings
KT 613 S
Elementary and Middle

A multimedia kit designed to teach and reinforce basic concepts related to awareness, understanding, and care of one's body and feelings.

SELF-CONCEPT OR
CAREER AWARENESS AND EXPLORATION

SVE
Career Awareness: A Primary Introduction to Career Education
FS 372.1 C
Grades K-5

Five sound filmstrips introducing career education:

1. I Have a Body
2. I Have a Brain
3. The Work People Do
4. I Can Do Things
5. I Can Make Choices

Random House Co.
Charlie Brown Career Education Program-Series A
FS 331.7
Grades 4-8

Eighteen sound filmstrips to promote career awareness in grades 4+:

1. You Have Many Choices
2. You May Be Moving
3. Think of the Future
4. You'll Have Barriers
5. You're Something Special
6. Education is Important
7. Go Fly a Kite
8. What's Your Favorite Work?
9. There's a Lot You Can Do
10. You Need to Work
11. We All Have Dignity
12. We Have To Prepare
13. People do different kinds of work
14. Work means different things
15. We all have special skills
16. Where do you want to live
17. You're worth a lot
18. Work is important

SELF-CONCEPT OR
RELATIONSHIPS WITH OTHERS

AGS (American Guidance Service Co.)
DUSO: Developing Understanding of Self and Others
KT 153.4 D
Grades K-6

Primary and intermediate kits: puppets, storybooks, puppet activity cards, role playing cards, group discussion cards, posters, tape cassettes, teacher's manual. All focus on:

1. Understanding and accepting self
2. Understanding feelings
3. Understanding others
4. Understanding independence
5. Understanding goals and purposeful behavior
6. Understanding mastery, competence, and resourcefulness
7. Understanding choices and consequences

SELF-CONCEPT

SVE
The Lollipop Dragon: The Me I Can Be Kit
KT 117 A
Elementary

Six sound filmstrips, activity cards, student activity sheets, crayons. To help students discover who they are, why they are, and become aware of their own accomplishments. Grades K-6.

SVE
Getting to Know Me
Elementary
Four sound filmstrips designed to improve student self-concept.

1. People Are Like Rainbows
2. A Boat Named George
3. Listen, Jimmy
4. Strike Three! You're In

SVE
Learning About Me
FS 155.2 L
Grades 4-8+

Five sound filmstrips to help students understand how their beliefs, feelings, attitudes, and values affect how they see themselves and how others see them.

1. Different Shapes
2. First Step
3. I'm New Here
4. Borrowed Friendship
5. I'm the Boss

SOCIAL SKILLS

SVE
Manners For Everyday Living
FS 390 M
Grades 3-7

Five sound filmstrips to help students learn manners for everyday living and for treating others as they would like to be treated.

CAREER AWARENESS AND EXPLORATION OR INDEPENDENT LIVING SKILLS/COMMUNITY AWARENESS

SVE Community Workers and Helpers	FS 331.1 C Elementary

Sound filmstrips: Workers in places familiar to children. Grades K-6.

Group 1: School Workers
Library Workers
Supermarket Workers
Doctor's Office Workers

Group 2: Department Store Workers
Hospital Workers
Fire Department Workers
Television Workers

Group 3: Transportation Workers
Recreation Workers
People Who Work With Animals
People Who Make Things

CAREER AWARENESS AND EXPLORATIUON

BFA Educational Media Co. The Jelly Bean Company: Making and Selling Goods The Jelly Bean Company: Performing Services	Grades 4-8

Career activity programs which introduce occupational clusters. Six sound filmstrips in each set cover the various clusters.

CAREER EDUCATION

MATERIALS

MIDDLE SCHOOL
JUNIOR HIGH
LEVEL

These materials may be checked out from the Sierra Education Center's Career Center for a three week loan. Renewals are allowed.

READING OR CAREER AWARENESS AND EXPLORATION

Fearon Publishers, Inc. KT 331.7 P
Pacemaker Vocational Readers Middle and High

Five cassettes and fifty books, with a reading level at grades 1-2 and an interest level at grades 7-12, describing experiences of a young adult in job seeking and job keeping.

1. Auto Mechanic's Helper
2. Short-Order Cook
3. Porter/Janitor
4. Supermarket Stock Clerk
5. Gardener
6. Sewing Machine Operator
7. Duplicating Machine Operator
8. Waitress
9. Baker's Helper
10. Day-Care Center Aide

PRACTICAL (SURVIVAL) MATH

Incentives for Learning, Inc.
When KT 529 W
Elementary and Middle

One hundred sixty lesson cards in eight sections with a vinyl overlay. Time orientation, calendar, hours, half hours, quarter hours, minutes, Roman numerals, and schedules.

ESP, Inc.
Counting Money RT 332 C
Middle

Twelve sound cassettes with a book of duplication masters provide practice in money skills.

1. Treasure Hunt/Identify Coins
2. Quarters and Halves/How Much Change?
3. Think Sets of Coins/Exact Change
4. How Many Coins/Picking Apples
5. Combining Collections/Visit to the Fair
6. A Baseball Game/School Carnival
7. What Can I Purchase?/Music Graph
8. Larger Exact Change/Money and Fractions
9. Bus Trips/Two-Step Problems
10. Interesting Sale/The Big Race
11. Using a Bus Fare Table/Burger Shop

PRACTICAL MATH/MONEY

Fearon Pitman, Inc.
Cash Box

KI 790 C
Middle and High

A cash drawer of $15,000 in simulated coins and currency to teach money-related skills in the working world.

PRACTICAL MATH/MONEY OR INDEPENDENT LIVING/CONSUMER SKILLS

SVE
Money Skills

KT 371.9 M
Grades 4-8

Multimedia kit of materials dealing with consumer-related economic principles and practical money management.

Activity cards, money mat floor games, evaluation material, four sound filmstrips:

1. Coin Names and Values
2. Comparing Coins
3. Bills and Coins
4. Buying Things

HYGIENE/KNOWLEDGE AND CARE OF BODY SYSTEMS OR SELF CONCEPT

SVE
Slim Goodbody--Your Body, Health, and Feelings

KT 613 S
Elementary and Middle

A multimedia kit designed to teach and reinforce basic concepts related to awareness, understanding, and care of one's body and feelings.

SELF-CONCEPT

SVE
Coping With Adolescence

FS 612.6 C
Grades 4-7

Four sound filmstrips dealing with the physical and emotional changes that both boys and girls go through.

SVE
Learning About Me

FS 155.2 L
Grades 4-8+

Five sound filmstrips to help students understand how their beliefs, feelings, attitudes, and values affect how they see themselves and how others see them.

1. Different Shapes
2. First Step
3. I'm New Here
4. Borrowed Friendship
5. I'm the Boss

SELF-CONCEPT OR CAREER AWARENESS AND EXPLORATION

Random House Co.
Charlie Brown Career Education Program-Series A

FS 331.7
Grades 4-8

Twenty sound filmstrips to promote career awareness in grades 4-8.

1. You Have Many Choices
2. You May be Moving
3. Think of the Future
4. You'll Have Barriers
5. You're Something Special
6. Education is Important
7. Go Fly a Kite
8. What's Your Favorite Work?
9. There's a Lot You Can Do
10. You Need to Work
11. We All Have Dignity
12. We Have to Prepare
13. You have to adapt
14. Leisure time is important
15. It's fun working with you
16. Go fly a kite
17. There's a lot you can do
18. You need to work
19. What's your favorite work
20. You may be moving

SELF-CONCEPT/DECISION MAKING

Eye Gate Media, Inc.
Making Decisions

FS 153 M
Middle and High

Four sound filmstrips. Grades 7+
1. Decisions, Decisions, Decisions
2. The Ways People Decide
3. A Better Strategy
4. Decision-Making in Action

RELATIONSHIPS WITH OTHERS

SVE
Self-Appraisal Skills
FS 158 S
Middle and High

Three sound filmstrips to help students learn how to present themselves honestly, make a greater contribution to group efforts, and build happier relationships. Discussion starters. Grades 7-12.

1. Responsibility For Your Own Actions
2. We All Want to Be Liked
3. Your Self-Image

RELATIONSHIPS WITH PEERS

SVE
Understanding Prejudice
FS 152.4 U
Grades 4-9+

Four sound filmstrips to help students see that the similarities between people are more important than the differences.

SOCIAL SKILLS

SVE
Manners for Everyday Living
FS 390 M
Grades 3-7

Five sound filmstrips to help students learn manners for everyday living and for treating others as they would like to be treated.

CAREER AWARENESS AND EXPLORATION

Educational Achievement Corporation
Picture Interest Exploration Survey
TS 331.7 P
Middle and High

One hundred sixty slides illustrating job tasks. Designed as a means of identifying student interests in various career clusters and activities. Students indicate tasks of interest on an inventory scoring sheet as cassette states the picture number.

Slides could be used at any grade level without the cassette or inventory sheet to promote discussion of jobs and tasks which various workers perform.

Fearon
The Job Box
KT 331.7 J
Middle and High

Seventy booklets with accompanying "Jobsheets" (workbook). Information about entry-level jobs, classes to take, working conditions, salary ranges, advancement, etc.

BFA Educational Media Co.
The Jelly Bean Company: Making and Selling Goods
The Jelly Bean Compnay: Performing Services
Grades 4-8

Career activity programs which introduce occupational clusters. Six sound filmstrips in each set cover the various clusters.

SAFETY

Tidma
Safetitudes
FS 152.4 S
Middle and High

Four sound filmstrips to enhance safety instruction.

1. The Lost Ears
2. How to Steal an "A"
3. The Accident-Prone Personality
4. Don't Sit Under the Coconut Tree

CAREER EDUCATION

MATERIALS

HIGH SCHOOL
LEVEL

These materials may be checked out from the Sierra Education Center's Career Center for a three week loan. Renewals are allowed.

CAREER AWARENESS AND EXPLORATION

Changing Times Education Service Co.
Real People At Work High School

Realistic photography with simple text describing the jobs of carpenter, pest controller, forester, electrician, etc.

Four sets of readers (10 books/set) focusing on different occupations. Each set is written at a different reading level as noted below:

1. Series B - Grade 2 Reading Level

    Leather worker
    Manufacturing optician
    Police team
    Meter molder
    Seaman
    Chef
    Citrus Grower
    Graphic artist
    Supermarket cashier
    Executive housekeeper

2. Series C - Grade 2 Reading Level

    Furniture maker
    Truck driver
    Actress
    Oil driller
    Beautician
    Shipfitter
    Sheetmetal worker
    Forester
    Metallurgical technician
    Dressmaker

3. Series G - Grade 3 Reading Level

    Dry cleaner
    Nuclear reactor operator
    Judge
    Machinist
    Fish biologist
    Dentist
    Meteorologist
    Industrial film maker
    Office worker
    Pest controller

4. Series I - Grade 4 Reading Level

    Building maintenance worker
    Computer operator
    Television news broadcaster
    Coal miner
    Industrial nurse
    Towboat pilot
    Ceramic worker
    Corporate lawyer
    Power line worker
    Boot maker

Fearon Publishers, Inc.
PACEMAKER VOCATIONAL READERS
KT 331.7 P
Middle and High

Five cassettes and fity books with a reading level at grades 1 - 2 and an interest level at grades 7 - 12, describing experience of a young adult in job seeking and job keeping.

Auto Mechanic's Helper
Short-Order Cook
Porter/Janitor
Supermarket Stock Clerk
Gardener
Sewing Machine Operator
Duplicating Room Operator
Waitress
Baker's Helper
Day-Care Center Aide

PRACTICAL (SURVIVAL) READING

Continental Press
BASIC LIFE SKILLS: BUSINESS
KT 650 B
High School
Thirty folders teaching students how to find a job and handle money. Designed for secondary students who are reading below grade level.

WRITTEN COMMUNICATION/CONSUMER FORM COMPLETION

Interpretive Education
APPLICATIONS AND FORMS
FS 658.3 A
High School

Five sound filmstrips and three workbooks. A step-by-step approach to filling out employment applications, Social Security, and other vital forms.

1. What is an Application Blank?
2. Personal Data Section
3. Educational Data Section
4. Personal References
5. Work Permit, Social Security, Selective Service Card

Coronet
FORMS IN YOUR FUTURE
RT 001.5 F
High School

Twelve cassettes with a workbook to assist students in completing twenty-four of the most common forms they will use as consumers, comprehending the language of forms and application blanks, and learning how to furnish specific information.

PRACTICAL (SURVIVAL) MATH OR INDEPENDENT LIVING/CONSUMER SKILLS

EMC Corporation
CONSUMER EDUCATION SERIES High School

Five books and read-along cassettes on five consumer topics:

1. More Food for Our Money	RT 641 T
2. When Things Don't Work (Repairs)	RT 640.73 T
3. Wheels and Deals (Buying Cars)	RT 629.2 T
4. Try It On (Buying Clothes)	RT 646 T
5. Buying on Credit	RT 640.73 T

PRACTICAL MATH/MONEY

Fearon Pitman, Inc.
CASH BOX KT 790 C
Middle and High

A cash drawer of $15,000 in simulated coins and currency to teach money-related skills in the working world.

PRACTICAL MATH/PERSONAL MONEY MANAGEMENT

U.S. Department of HEW
SOCIAL SECURITY TEACHING AIDS FS 368.4 S
High School
Three sound filmstrips dealing with the worker's investment in Social Security; grades 10+:

1. Where It's At
2. Your Stake in Social Security
3. SS Makes the Difference

PRACTICAL MATH OR INDEPENDENT LIVING/CONSUMER SKILLS

Interpretive Education
BUDGETING SERIES FS 640.4 B
High School

Five sound filmstrips and teacher's manual. High interest, low vocabulary. A programmed series of money management.

1. What is a Budget?
2. Why Budget?
3. What Are Expenses?
4. How to Budget
5. Budget Help

SVE Life Skills

THE INFORMED CONSUMER

FS 640.73 I
High School

Four sound filmstrips with teacher's manual to encourage students to become diligent and conscientious consumers. Grades 10+.

1. Consumer Rights and Responsibility
2. Buying Food and Clothing
3. Making Major Purchases
4. Buying a Car

HEALTH/DRUG EDUCATION

Focal Point Co.
ALCOHOL AND ALCOHOLISM

FS 616.86
High School

Sound filmstrips. Information needed to make informed decisions about drinking and abstaining.

1. Facts and Fiction About Alcohol
2. Portrait of an Alcoholic
3. Alcohol's Effects on the Body

SELF - CONCEPT

Relevant Productions, Inc.
ON YOUR OWN

RT 158 O
High School

Student book with activity sheet and cassette. Focuses on an individual's rights and responsibilities. Grades 10+.

Scholastic
MATURITY: GROWING UP STRONG

KT 372.4 M
High School

Thirty-one books, thirty-one student logbooks, and eight posters. Grades 10+

SELF - CONCEPT/DECISION MAKING

Eye Gate Media, Inc.
MAKING DECISIONS

FS 153 M
Middle and High

Four sound filmstrips. Grades 7+.

1. Decisions, Decisions, Decisions
2. The Ways People Decide
3. A Better Strategy
4. Decision-Making in Action

RELATIONSHIPS WITH OTHERS

SVE
SELF-APPRAISAL SKILLS

FS 158 S

Three sound filmstrips to help students learn to present themselves honestly, make a greater contribution to group efforts, and build happier relationships. Discussion starters. Grades 7 - 12.

1. Responsibility For Your Own Actions
2. We all Want To Be Liked
3. Your Self-Image

CAREER AWARENESS AND EXPLORATION

CAREERWAYS

High

Gender equity career education program. Twelve 30-minute videotapes showing role models in nontraditional occupations. Twenty-four study prints and teacher's guide.

Career exploration worksheets adapted for high school students accompany videotapes. Can be used with junior high students without printed materials for career exploration and equity purposes.

1.	Stereotyping and the World of Work	MV 331.7 S
2.	You and the World of Work	MV 331.7 Y
3.	Careers in Agriculture	MV 630 C
4.	Careers in the Arts	MV 700 C
5.	Careers in Athletics and Recreation	MV 790 C
6.	Careers in Business/Office	MV 650 C
7.	Careers in Health Care	MV 362.1 C
8.	Careers in Industry	MV 338 C
9.	Careers in Services	MV 331.7 C
10.	Careers in Science and Engineering	MV 620 C
11.	Careers in Transportation	MV 380 C
12.	Looking to the Future	MV 331.7 C
	Study Prints	PS 331.7 C

Educational Achievement Corporation
PICTURE INTEREST EXPLORATION SURVEY

TS 331.7 P
Middle or High

One hundred and sixty slides illustrating job tasks. Designed as a means of indentifying student interests in various career clusters and activities. Students indicate tasks of interest on an inventory scoring sheet, as cassette states the picture number.

Slides could be used at any grade level without the cassette or inventory sheet to promote discussion of jobs and tasks which various workers perform.

Pathescope Educational Media
CAREERS IN CONSTRUCTION
FS 690 C
High School

Two sound filmstrips showing major areas of construction: General building, highway construction, heavy construction.

Pathescope Educational Media
CAREERS IN FASHIONS AND TEXTILES
FS 746 C
High School

One sound filmstrip, focusing on workers who design, manufacture, and sell clothes.

Pathescope Educational Media
CAREERS IN LEISURE TIME
FS 331.7 C
High School

Two sound filmstrips illustrating the growing number of workers needed in leisure activites: vacation homes, campgrounds, parks, sports activities, hotels, tourist centers, museums.

Pathescope Educational Media
CAREERS IN REPAIR WORK
FS 620 C
High School

Two sound filmstrips showing T.V. repair, air conditioning repair, maintenance of large machinery and computers.

Fearon
THE JOB BOX
KT 331.7 J
Middle and High

Seventy booklets with accompanying "Jobsheets" (workbook). Information about entry-level jobs, classes to take, working conditions, salary ranges, advancement, etc. Grade 7+

Occupational Awareness Co.
MULTI-HANDICAPPED OCCU FILE
KT 331.7 M
High School

Two hundred and forty-seven cards designed for learning handicapped, visually handicapped, hearing impaired, or orthopedicallty handicapped. Activity sheets and "Career Calendar" for use in learning about jobs, time, and money.

Occupational Awareness Co.
LEARNING FUNCTIONAL WORDS OCCU FILE
KT 331.7 L
High School

Two hundred cards designed to fit the needs of the average high school learning handicapped student. Provides occupational information.

Occupational Awareness Co.
ENGLISH SURVEY OCCU FILE
KT 331.7 E
High School

Forty-five cards describing occupations requiring skills in English.

Occupational Awareness Co.
LEARNING HANDICAPPED OCCU FILE
KT 331. 7
High School

Two hundred cards designed to fit the needs of the average high school learning disabled student. Provides occupational information.

CAREER AWARENESS AND EXPLORATION OR CAREER PREPARATION

McKnight Co.
ENTERING THE WORLD OF WORK
FS 331.7
High School

Twelve sound filmstrips with easy to follow narration, using simplified vocabulary. Jobs to which special needs students may logically aspire. Grades 7 - 12.

1. Why We Work
2. Getting Job Leads
3. Filling Out An Application
4. Preparing For the Interview
5. The Job Interview
6. Your First Day on the Job
7. Your Paycheck Deducctions
   (PRACTICAL MATH/PERSONAL MONEY MANAGEMENT)

8. Starting Out on Your Own
9. How to Follow Directions
10. Using a Checking Account
    (PRACCTICAL MATH/PERSONAL MONEY MANAGEMENT)
11. Social Problems and Job Success
12. Where to Get Help

CAREER PREPARATION

Coronet Cassettes
THE JOB HUNT
TR 331.7 J
High School

Tape cassettes and teacher's manual to develop job search skills:

1. Exploring Career Opportunities
2. Getting Job Leads
3. Taking Employment Tests
4. Building Your Resume
5. (Cassette missing)
6. Preparing For Your Interview
7. Filling Out Job Applications
8. Following Up Your Interview
9. Wages, Work Rules, and Benefits
10. Performing on the Job

Coronet
YOU AND YOUR JOB

FS 331.1 Y
High School

Six sound filmstrips:

1. Finding Leads
2. Resume
3. Applications and Interviews
4. The First Week
5. Part of A Team
6. Taking Supervision
7. Looking Ahead

Adkins Life Skills Program (Employability Skills Series)
WHO AM I AND WHERE I WANT TO GO

KT 158 W

Six cassettes, vidiotape, and student activity sheets with teacher's manual. (Videotape requires reel-to-reel player, which can be checked out from Sierra IMC)

Student develops oral presentation of self, focusing on:

1. My Interests and Abilities
2. My Job As I See It
3. Who I Am: Presentation/Checklist

INDEPENDENT LIVING SKILLS

Life Skills (SVE)
DAILY LIVING SKILLS

FS 640 D
High School

Four sound filmstriips present learning disabled young adults as positive role models in real world settings to show skills in action. Provides role playing exercises, discussion and review. Worksheets and pre/post tests included.

1. Apply for a Job
   (CAREER PREPARATION)

2. Budgeting Money
   (PRACTICAL MATH/PERSONAL MONEY MANAGEMENT)

3. Using Public Transportation
4. Community and Emergency Services

SVE Life Skills
LIVING ON YOUR OWN

FS 640 L
High School

Four sound filmstrips. A guide for handling situations and problems of independent living.

1. Basic Needs and Goals
2. Renting or Buying a House
3. Physical and Emotional Needs
4. Legal Rights and Responsibilities

Interpretive Education
AUTOMOBILE INSURANCE

FS 368 I
Middle and High

One sound filmstrip: You and Your Car

SAFETY

Tidma
SAFETITUDES

FS 152.4 S
Middle and High

Four sound filmstrips to enhance safety instruction:

1. The Lost Ears
2. How to Steal an "A"
3. The Accident-Prone Personality
4. Don't Sit Under the Coconut Tree

SEXUALITY AND THE MENTALLY HANDICAPPED

Slides (317)

TS
612
S

PREPARATION FOR WORK BIBLIOGRAPHY

Career Exploration
Job Seeking Skills

A. Reference Books & Pamphlets

1. The Job Seekers' Bible, Barlow, UCA Publication
2. Merchandising Your Job Talents, Employment Development Dept., State of California
3. Attitudes On the Job, Education Design Inc.

B. Student Magazine - Monthly sets

1. Career World, Curriculum Innovations

C. Audio-Visual

1. McKnight Filmstrips and cassettes
    a. Why We Work
    b. Getting Job Leads
    c. Filling Out An Application
    d. Preparing For The Interview
    e. The Job Interview
    f. How To Follow Directions
2. Money & Lifestyle - Cassette and filmstrip, Changing Times Educational Service
3. Career Planning Program - Cassette and filmstrip, Walt Disney Educational Media Co.
4. Basic Skills For A Changing World - Cassette and filmstrip, Walt Disney Educational Media Co.

D. Textbook

1. Entering The World of Work, McKnight

E. Instructional Material

1. Occu-File, Occupational Awareness
2. Getting A Job, Feron-Pitman
3. Work Attitudes, Occupational Awareness
4. The Telephone Book Can Help You, Quercus, Student Manual and teacher's guide
5. Get That Job, Quercus, Teacher's guide and student manual
6. Preparing For The Job Interview, Frank E. Richards
7. Get Hired, Janus
8. Using The Want Ads, Janus, With teacher's manual
9. My Job Application File, Janus
10. Job Planner, Janus
11. Entering the World of Work, McKnight
12. Job Seeking Skills, Multi-Resource Center

PREPARATION FOR WORK BIBLIOGRAPHY

Independent Living Skills
Job Keeping Skills

BOOKS

1. Entering the World of Work, Kimbrell & Vineyard. Textbook for Prep. for Work class is approximately 5th grade reading level.

2. Entering the World of Work - Workbook, supplements text with pre and post tests, vocabulary and other activities.

3. How To Sell Yourself: The Job Seekers' Bible, Lawrence E. Barlow

   A mini-course on job seeking skills. Many things can be used for class exercises and practice.

MAGAZINES

1. Career World, monthly magazine that focuses on various jobs. It also has on-going columns that look at the real world, getting hired, jobs, trends, plus a question and answer page.

FILMSTRIPS

1. Job Survival Skills, a filmstrip dealing with following directions on the job, adjusting to work hours, handling your paycheck and budgeting.
2. Following Directions, covers the different kinds of directions (spoken and oral), uses recipes, assembly of items.

3. Film Strips - related to textbook. Supplements material in the book.

   1. Your Paycheck Deductions
   2. Using A Checking Account
   3. Where To Get Help
   4. Social Problems and Job Success
   5. Starting Out On Your Own
   6. Your First Days On The Job

4. Film Strips, On-The-Job Skills series. Also supplemental.

   1. Your Paycheck
   2. Getting Along At Work
   3. Job Communication Skills
   4. Your Work Benefits

5. Film Strips, Eye Gate Media

   1. Budget Basics: Making Money Meaningful
   2. Planning A Trip: The Economics of Travel
   3. Sports Statistics: What Those Averages Mean
   4. Comparison Shopping: A Really Good Buy
   5. On The Payroll: Deciphering Your Salary
   6. Eating Out: Unraveling Menu Mysteries

WORKBOOKS

1. Keeping A Job, tape plus ditto masters. Gives practical examples of work in the everyday world. (i.e., business forms, reading at work, reference work, paycheck deductions, etc.)
2. Getting A Job, tapes plus ditto masters. Gives practical examples of work in the everyday world.
3. Taking A Trip, tape plus ditto masters.
4. Planning For Your Own Apartment, Virginia Belina, Janus. This covers all aspects of living on your own, looking, furnishing, buying items, budgeting, sharing expenses and decorating.
5. Sharing An Apartment. Durlynn Anema. Covers a variety of problems encountered when you have a room mate.
6. Paying With Promises, Marjorie Kelly, Ed. D. Quereus Corp. Covers all manner of credit, lay away, C.O.D., coupons, gift certificates, refunds, etc.
7. Paying With Cash, Marjorie Kelly, Marjorie Kelly, Ed. D. Quercus Corp. Breaks money handling down to very simple terms. Covers receipts, change and money machines.
8. The Life Experience Continuum: Consumer Skills, Finding, Renting and Furnishing a Place of Your Own. Ontario Association for the Mentally Retarded, a manual with many practical exercises to help a student learn to find a place and live on their own.
    a. Banking, Budgeting and Buying, this manual continues with comparison shopping, sales, rainchecks, catalogue shopping, contracts, etc.
    b. Purchase and Storage of Food
    c. Purchase and Care of Clothes
9. America On Wheels, MVMA. Covers all aspects of the automobile. Focuses on buying the right car for the right person, shopping and paying for the car, maintenance, insurance, safety, fuel, etc.
10. Fill In the Blanks, Stephen Match - MAFEX Assoc. Covers all different types of forms, social security card, withholding, catalogue orders, driver's license, etc.
11. Working Makes Sense, Kahn & Hanna, Fearon-Pitman Publishers, Inc. Simple math problems that relate to practical real life situations.
12. Work Attitudes, George Moore. Covers habits, attendance, mistakes, safety, maturity, etc.
13. Job Survival Skills, Brewner, McMahon, Roche - Educational Design, Inc. A variety of worksheets that cover decision making, barriers to communication, dealing with the public, etc.
14. Life Skills - Attitudes On The Job, Brewner, McMahon, Roche - Educational Design, Inc. Covers honesty, accepting orders, getting along with others, following directions, etc.
15. Time Cards & Paychecks, Rand - Janus. Simple worksheets on time cards, figuring time, computing earnings, deductions, etc.
16. The Way To Work, Forest - Quercus Corp. Deals with problem solving situations, washing the car, fixing a flat tire, washing clothes, weeding, etc.
17. Don't Get Fired, Anema - Janus. Covers areas that can cause a person to be fired -- following directions, taking criticism, pride in your work, etc.
18. Surviving On the Job, Como - McKnight. Covers appearance, specialized training, being loyal, your health, strengths and weaknesses, etc.

SOFTWARE

1. You Can Bank On It, takes you step-by-step through opening various accounts and how to handle them.
2. Money, Money, Hartley. Written at 1st grade level.
3. Work Survival Skills series, Computer Courseware Services.

SELECTED MATERIALS FOR LH TRANSITION CLASS

1. Skills To Achieve Independent Living, Melton Peninsula, Inc.
   Consists of skills within 4 major areas: Personal Management, Home Management, Applied Academics, Community Access.

2. Entering The World of Work, McKnight Publishing.

3. My Job Application File, Janus Book Publishers.

Bibliography - Driver Training

A. Handbooks - Department of Motor Vehicle

1. Teen Driver
2. Parent-Teen Training Aid
3. California Drivers' Handbook

B. Course of Study - Whittier Union High School District Special Education course of study for Learning Handicapped

C. Consummables

1. Life Skills Driving, Education Design Inc.

D. Pamphlets

1. Driving in the City and Country
2. Getting Ready To Drive
3. Know The Signs, Frank E. Richards Publishing
4. Studying For A Driver's License, Donald P. Joyce

E. Audio-Visual

1. Road Signs Of The Times - Flash cards, Ideal School Supply

APPENDIX I

WHITTIER UNION HIGH SCHOOL DISTRICT

CAREER ASSESSMENT AND PLACEMENT CENTER

Please send __________ copies of:

__________	Career Objective and Activity Handbook	$15.00
__________	Career Exploration Handbook	$15.00
__________	Continuum of Major Life Activities ("Bank of Basic Skills")	$ 5.00

I am enclosing (please circle)

Check
Money Order
Official Purchase Order

In the amount of $ _________ .

Make checks payable to Whittier Union High School District-Career Assessment and Placement Center.

SHIP TO

____
NAME

____
STREET ADDRESS

____
CITY, STATE, ZIP CODE

____
PURCHASE ORDER NO.

Send this order request to:

Jill Kerl, Office Manager
Career Assessment and Placement Center
9401 South Painter Avenue
Whittier, CA 90605

4/83

Whittier Union High School District
9401 South Painter Avenue
Whittier, California 90605
(213) 698-8121

CAREER ASSESSMENT AND PLACEMENT CENTER

VOCATIONAL COUNSELING

DISSEMINATION MANUAL

PREPARATION OF THIS MANUAL

WAS SUPPORTED BY

OSERS GRANT NO. G008430105

MARCH, 1988

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APPENDIX 6

VOCATIONAL COUNSELING

What Is The Career Assessment and Placement Center (CAPC)?

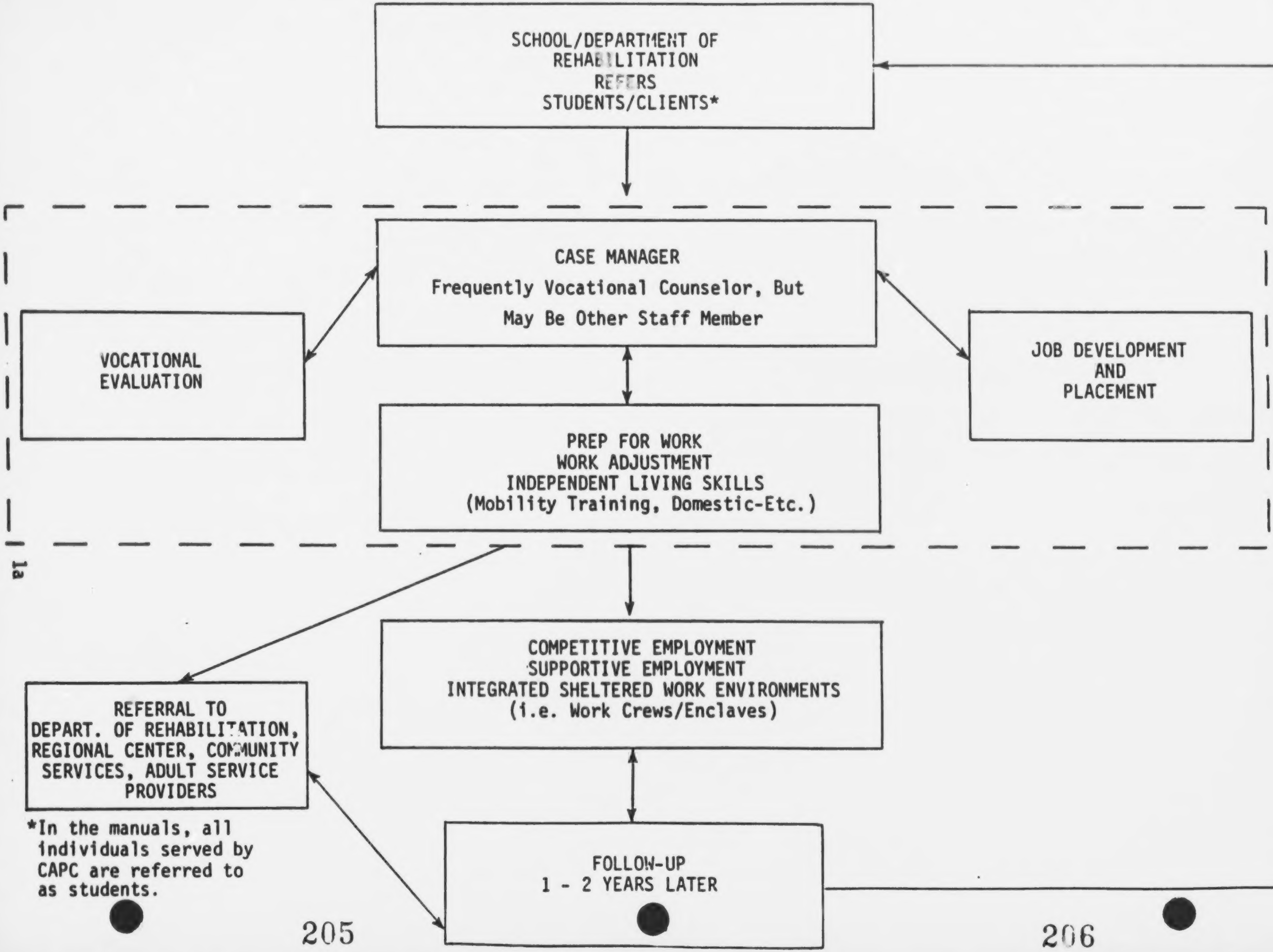
The Career Assessment and Placement Center (CAPC) is a joint effort of the Whittier Area Cooperative Special Education Program, and the Whittier Union High School District. Started in December, 1979, the Center provides vocational and independent living services to individuals who have been diagnosed as having a physical, mental, or emotional disability, who have minimal self-care skills, and who are junior high school age or older.

Housed on one site, CAPC provides a comprehensive transition program which includes the following services: Vocational Counseling; Vocational Evaluation; Work Adjustment; Independent Living Skills; Preparation for Work; Job Development/Placement; and Career Education. Recognizing that such a comprehensive program is ideal but not always possible, CAPC stresses that it is not necessary to provide all the services listed above in order to begin a school-to-adult life transition program. Any of these services could function independently or in conjunction with one or two other services and could be provided by the same service provider (i.e., teacher), or in cooperation and coordination with other service providers (i.e., teacher, counselor, psychologist). Likewise, any of the CAPC manuals can be used independently or in combination with others. This manual deals with Vocational Counseling, the component of CAPC which is responsible for coordinating and monitoring a student's progress through the Center, providing vocational counseling and guidance to students, and assistance in job-seeking and job-keeping skills as necessary. The manual can be used independently to provide guidance in establishing a program of vocational counseling in a school district, or it can be used in conjunction with one or two others to develop a more comprehensive program. Refer to the flow chart on the following page to see how Vocational Counseling fits into the total CAPC model.

Why Is It Needed

Vocational Counseling fills three major needs. One of these is to provide students and parents with guidance in making vocational decisions, planning for the future, and setting realistic goals. Another need filled through Vocational Counseling is the need for coordination and monitoring of vocational services. The Vocational Counselor acts as a case manager for students as they progress through the different services at CAPC. The Vocational Counselor, therefore, needs to understand the components of a successful vocational plan and have knowledge of the different services available at CAPC and how they interrelate and have knowledge of, and linkage with, community resources. The third need met through Vocational Counseling concerns students' needs to learn job-seeking and

CAPC TRANSITION MODEL


SCHOOL/DEPARTMENT OF REHABILITATION REFERS STUDENTS/CLIENTS*
CASE MANAGER
Frequently Vocational Counselor, But May Be Other Staff Member
VOCATIONAL EVALUATION
JOB DEVELOPMENT AND PLACEMENT
PREP FOR WORK
WORK ADJUSTMENT
INDEPENDENT LIVING SKILLS
(Mobility Training, Domestic-Etc.)
COMPETITIVE EMPLOYMENT
SUPPORTIVE EMPLOYMENT
INTEGRATED SHELTERED WORK ENVIRONMENTS
(i.e. Work Crews/Enclaves)
REFERRAL TO DEPART. OF REHABILITATION, REGIONAL CENTER, COMMUNITY SERVICES, ADULT SERVICE PROVIDERS
FOLLOW-UP
1 - 2 YEARS LATER

*In the manuals, all individuals served by CAPC are referred to as students.

job-keeping skills. Vocational Counselors offer students guidance in these areas specific to his/her individual needs.

Definition Of Terms

Vocational Counseling:

Discussions with a specially trained person that concentrates on planning the selection of an occupation, including the education or training needed to prepare for the occupation selected, and in seeking, making application, and obtaining employment.

Psychological Assessment:

Includes current status evaluation in the areas of mental abilities, emotional health, subject achievement levels, and the pinpointing of special strengths and weaknesses of individuals. Various tests, along with observations and past history, are common techniques used in making the assessment.

Case Manager

The person who has primary responsibility for coordinating, monitoring, and obtaining those services needed to reach the individual's vocational goals.

Workability/Transition

An interagency program with a state and local partnership to train and provide job experience in the private sector for handicapped students before leaving the secondary education program.

Community Resources:

Agencies and businesses within the community that provide services and/or potential training or job sites for students.

Goals And Objectives

1. To assist disabled students by providing personal and vocational counseling in the development of goals, implementation of vocational plans, and case management in coordinating, implementing, and monitoring of those services necessary to reach the individualized vocational goals.

2. To act as a liaison between CAPC and the school's referring staff, the student, parents, and community agencies and resources.

3. To facilitate the student's transition from school to adult life.

Description Of Service

Vocational Counseling provides a number of services which include, but are not limited to, the following:

a. Vocational Counselors receive and facilitate referrals to CAPC. They clarify the services of CAPC to referring sources and make suggestions as to appropriate referrals. As referrals are received, the Vocational Counselor begins a case log for each student and acts as case manager.

b. Vocational Counselors refer disabled students to other programs or agencies such as:

  1. Vocational Evaluation

2. Social (AFDC)

3. Educational (career education, work adjustment)

4. Medical services

5. Department of Rehabilitation

6. Services for Developmentally Disabled (Regional Center)

7. Others

c. Provide follow-up services by monitoring each student's progress toward individualized vocational goals.

d. Coordinate vocational training by:

1. Working with job placement specialists, collaborating with them in setting up situational assessments, placing students in Job Club, Work Ability, Independent Living Skills/Transition Program, etc.

2. Referring for help with specific work adjustment problems

3. Assisting in job development by establishing community contacts with service groups, agencies, and businesses

4. Working directly in classrooms, advising students on class schedules, screening students for ROP classes and job training, answering questions, etc.

5. Securing stipends for job training

6. Monitoring job training

e. Counseling students and parents in such areas as:

1. Developing realistic expectations concerning the student's/client's vocational abilities

2. Difficulties adjusting to work such as tardiness, absences, problems working with authority figures, substance abuse, transportation problems, attitude, etc.

3. Refer parents or students to other programs or agencies for additional

4. Work with parents to enlist their support and encouragement with students as they progress toward vocational goals

5. Work with students on job-seeking and job-keeping skills

f. Vocational Counselors participate in developing IEPs and in staffing conferences for students. The Vocational Counselor is a key resource and link to the IEP team in developing vocational goals and differential standards for proficiencies. They also participate in staffing conferences following the completion of Vocational Evaluation. Here they assist in developing goals and plans for implementation.

Resources

Using Other Components of CAPC

The Vocational Counseling Program has a number of available resources to which it can refer. Most often, Vocational Counselors refer students to other components of CAPC. The following CAPC programs are available for referral and are located on the same site as Vocational Counseling:

Vocational Evaluation- provides a comprehensive assessment of student's interests and abilities, matches these with an occupation, and develops vocational goals.

Preparation for Work and Work Adjustment - Develops job-seeking and job-keeping skills by working on a number of skills such as: how to find a job, how to fill out a job application, how to write a resume, and how to practice job interviewing. In addition, the practical aspects of living on your own are covered, including such topics as banking, grocery shopping, budgeting, renting an apartment, consumer education, etc.

Independent Living/Transition Program- This program is designed for students who have already completed four years of high school but need additional training in order to successfully maintain a job and live independently in the community. To enable the student/client to make the transition from school to adult life, the program focuses on the individual's total life style, including not only vocational training but also training in the areas of domestic life, consumer education, recreation and leisure, etc.

Job Development and Job Placement - Provides a link between the school and community by building community support for the program, developing job sites, placing students in jobs, providing follow-up on jobs, and gaining competitive employment to the fullest extent possible for each student.

Work With The Department of Rehabilitation

Another referral resource which is available is the California Department of Rehabilitation. All states have a Department of Rehabilitation and although services may vary from one local office to another, they can provide vocational evaluation, counseling, and assistance with job placement and funding.

Resources a Teacher Might Use

A teacher could develop relationships with businesses, agencies, service clubs, employers, etc., within the community. Through these contacts, he/she could set up situational assessments, field trips, guest speakers, job training, job placement, etc. In the classroom, a teacher could help students to develop a "worker" attitude by structuring the class like a job-setting and by providing instruction in attitudes necessary for success on a job.

Reference Guide to Community Resources

Many communities publish a guide which lists local service agencies, providing addresses, phone numbers and information regarding hours, types of services offered, and population served.

What CAPC Has Done That Has Worked

Since its beginning in 1979, CAPC has developed policies, procedures, methods, and materials which have contributed to the success that it now is. The following list contains those elements which have particularly contributed to the success of Vocational Counseling.

1. Provided a counseling service that is direct and readily accessible.

2. Vocational Counselors go into classrooms and work directly with students and teachers.

3. Established community work training with an incentive stipend.

4. Worked with the Department of Rehabilitation and other referring sources.

5. Have been able to serve any student that has a disability.

6. Evaluation unit located at the Center.

7. Concentration of resources on one campus.

8. Vocational Counselors coordinate all the different aspects of the Center for each student.

9. Linkage with service providers for adults.

Problems That CAPC Has Encountered And Potential Solutions

1. The logistics of transportation has created some difficulties. Some possible solutions to these difficulties might include working with parents to enlist their support, and enabling students to be more independently mobile by training them to use public transportation.

2. There have been some problems with communicating the function of CAPC to schools, resulting in some inaccurate perceptions regarding services, roles of staff, and appropriate referrals. A possible solution might be to conduct awareness presentations to provide information and clarification.

3. Not being able to work with students after graduation has been a problem in the past; however, this is changing due to the Independent Living/Transition Program (see section on Resources). Another possible solution would be to refer students who have graduated to the Department of Rehabilitation and other adult programs.

APPENDIX — FORMS AND REFERENCE MATERIALS

A. Position Description, Vocational Counselor

B. Position Description, Psychologist/Vocational Counselor

C. CAPC Guide to Community Resources

D. Job Club Referral Form

E. Source Document

F. Vocational Plan

G. Vocational Summary

H. Community Work Training Referral Form

I. Department of Rehabilitation Work Station Placement

J. Job Placement Referral Form

K. Work Adjustment and Independent Living Skills Referral Form

L. Parent Consent for Services

M. Vocational Evaluation Referral Form (School)

N. California Department of Rehabilitation Client Information Booklet

   1. California Department of Rehabilitation - Application for Vocational Rehabilitation Services

   2. Department of Rehabilitation - Employment Record

   3. Department of Rehabilitation - Referral Checklist

O. CAPC Worker Evaluation Form

WHITTIER UNION HIGH SCHOOL DISTRICT
Whittier, California

POSITION DESCRIPTION

Date Prepared: October 1, 1985

Position Title: Vocational Counselor

Department: Educational Services - Pupil Personnel Services

Program: Career Assessment and Placement Center

Function:

Under the general direction of the Rehabilitation Services Administrator, provides personal and vocational counseling to disabled students and parents in the development of vocational goals and implementation of vocational plans. Serves as case manager in the coordination and monitoring of the vocational, social, rehabilitation, and educational services necessary to reach the goals.

Reporting Relationships:

Reports To: Rehabilitation Services Administrator

Supervises: No one

RESPONSIBILITIES	AUTHORITIES	STANDARDS OF PERFORMANCE
1. To provide case management services for disabled high school and, on selected cases, junior high school students and adult clients.	1.1 To receive and facilitate referrals from school personnel for Career Assessment and Placement Center services.	1.11 All referrals from school personnel for services will be discussed with the referral source and either services initiated or referral to an appropriate agency or service within 1 week of the referral date.
	1.2 To refer disabled students to appropriate vocational, social, educational, economic, and medical programs and services, including the Department of Rehabilitation.	1.12 The progress and status of all students actively on case load will be reviewed monthly to assure that vocational goals remain appropriate and that adequate services are being provided for the students to reach the goals.
	1.3 To provide follow-along services to disabled students throughout the educational and training process until job placement occurs, or until student graduates or leaves school if student is Department of Rehabilitation client.	1.13 All students in work training, either on campus or off and either paid or non-paid, will be evaluated at least every 2 weeks and counseled as to work progress within 8 school days of the evaluation.
	1.4 To request assistance from the Vocational Specialists in training evaluations, stipend disbursements, and Department of Rehabilitation applications.	1.14 Vocational counseling services receive a 90% or better positive response in the annual performance evaluation survey conducted with assigned school personnel and service recipients.
	1.5 To terminate students from case load when student and/or parents indicate the desire to discontinue services.	
	1.6 To request transportation assistance from the Office Manager.	
2. To develop vocational goals with disabled students and parents and implement vocational plans to attain the goals.	2.1 To provide vocational and personal counseling to disabled students and their parents.	2.11 All disabled students actively on case load will have a written vocational plan in the Center's central file, which includes specific vocational goals, time frames for reaching the goals, and services and programs being provided to reach the goal.
	2.2 To request vocational, social, educational, economic, and medical information on disabled students from parents, school personnel, and public and private agencies.	

RESPONSIBILITIES	AUTHORITIES	STANDARDS OF PERFORMANCE
	2.3 To document and maintain detailed vocational plans, vocational summaries, and progress reports. 2.4 To schedule and conduct disabled student, teacher, and/or parent conferences.	2.12 All changes or modifications in the disabled students' vocational goals or plan, including time frames and services or programs being provided, will be documented in the Center's central file within 2 weeks of the change or modification. 2.13 All vocational evaluation staffings will be attended.
3. To promulgate and make available the Center's services to the assigned schools' staff, disabled students, and parents.	3.1 To initiate contact with school personnel, disabled students, and parents. 3.2 To conduct tours of the Center. 3.3 To schedule daily activities to assure contact and availability to personnel, disabled students, and parents of the assigned schools.	3.11 All requests by school personnel, disabled students, and parents for information on the Center's services are met within 1 week of the request.
4. To assure that every disabled student is given the fullest opportunity to reach his/her maximum vocational potential.	4.1 To participate in the EAS and SAT meetings and provide input on vocational recommendations. 4.2 To request participation and attendance at workshops, conferences, etc., to keep current on vocational counseling trends, practices, and research.	4.11 All EAS and/or SAT meetings regarding students on case loads from assigned schools or at the request of the Psychologist or special education teacher will be attended or the vocational input will be discussed with the teacher.

WHITTIER UNION HIGH SCHOOL DISTRICT
Whittier, California

POSITION DESCRIPTION

Date Prepared:	October 1, 1985
Position Title:	Psychologist/Vocational Counselor
Department:	Educational Services - Pupil Personnel Services
Program:	Career Assessment and Placement Center

Function:

Under the general direction of the Rehabilitation Services Administrator, provides psychological assessment and therapy for clients/students. Provides psychological assessment data and interpretation to help develop individualized vocational evaluation and work adjustment treatment plans; provides personal and vocational counseling to disabled students and parents in the development of vocational goals and implementation of vocational plans. Serves as case manager in the coordination and monitoring of the vocational, social, rehabilitation, and educational services necessary to reach the goals.

Reporting Relationships:

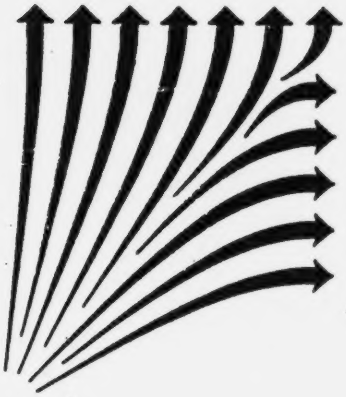
Reports To:	Rehabilitation Services Administrator
Supervises:	No one

RESPONSIBILITIES	AUTHORITIES	STANDARDS OF PERFORMANCE
1. To provide psychological assessment for referred clients and students.	1.1 To request background information from school personnel, parents, and public and private agencies. 1.2 To schedule psychological assessment with the referred client/student. 1.3 To administer, score, and interpret the appropriate psychological tests to obtain the referral information. 1.4 To document the psychological assessment results and distribute the report to appropriate individuals and agencies. 1.5 To request participation and attendance at workshops, conferences, etc., and to keep current on psychological assessment and psychotherapy trends, practices, and research. 1.6 To participate in student, parent, and teacher conferences and provide input on psychological assessment.	1.11 All referral clients/students will be scheduled for assessment within 1 week of the date of referral, unless a later date is acceptable to the referral source. 1.12 Psychological services will receive a 90% or better positive response in the annual performance evaluation survey conducted with school and referral agency personnel and service consumers. 1.13 All psychological assessment reports will be completed and submitted for typing and reproduction within 3 work days of the assessment date; distribution will be done within 1 day of receipt of the completed report. 1.14 Complete and submit a bi-annual log of clients/students tested, tests administered, and testing dates to the Rehabilitation Services Administrator by the last day of January and July. 1.15 All psychological assessment reports will include all the information requested by the referral source.
2. To provide psychotherapy services for referred clients and students.	2.1 To request background information from school personnel, parents, and public and private agencies. 2.2 To schedule psychotherapy assessment with the referred client/student.	2.11 All referred clients/students will be scheduled for psychotherapy or referred to appropriate community psychotherapy services within 1 week of the date of referral.

RESPONSIBILITIES	AUTHORITIES	STANDARDS OF PERFORMANCE
	2.3 To administer, score, and interpret the appropriate psychotherapy tests to obtain the referral information. 2.4 To participate in student, parent, and teacher conferences and provide input on psychotherapy assessment. 2.5 To refer clients/students to appropriate community psychotherapy services.	2.12 All psychotherapy reports will be completed and submitted for typing and reproduction within 3 work days of the assessment date; and distribution will be done within 1 day of receipt of the completed report.
3. To provide case management services for disabled high school and, on selected cases, junior high school students and adult clients.	3.1 To receive and facilitate referrals from school personnel for Career Assessment and Placement Center services. 3.2 To refer disabled students to appropriate vocational, social, educational, economic, and medical programs and services, including the Department of Rehabilitation. 3.3 To provide follow-along services to disabled students throughout the educational and training process until job placement occurs, or until student graduates or leaves school if student is Department of Rehabilitation client. 3.4 To request assistance from the Vocational Specialists in training evaluations, stipend disbursements, and Department of Rehabilitation applications. 3.5 To terminate students from case load when student and/or parents indicate the desire to discontinue services. 3.6 To request transportation assistance from Office Manager.	3.11 All referrals from school personnel for services will be discussed with the referral source and either services initiated or referral made to an appropriate agency or service within 1 week of the referral date. 3.12 The progress and status of all students actively on case load will be reviewed monthly to assure that vocational goals remain appropriate and that adequate services are being provided for the students to reach the goals. 3.13 All students in work training, either on campus or off, either paid or non-paid, will be evaluated at least every 2 weeks and counseled as to work progress within 8 school days of the evaluation. 3.14 Vocational counseling services receive a 90% or better positive response in the annual performance evaluation survey conducted with assigned school personnel and service recipients.

RESPONSIBILITIES	AUTHORITIES	STANDARDS OF PERFORMANCE
4. To develop vocational goals with disabled students and parents and implement vocational plans to attain the goals.	4.1 To provide vocational and personal counseling to disabled students and their parents. 4.2 To request vocational, social, educational, economic, and medical information on disabled students from parents, school personnel, and public and private agencies. 4.3 To document and maintain detailed vocational plans, summaries, and progress reports. 4.4 To schedule and conduct disabled student, teacher, and/or parent conferences.	4.11 All disabled students actively on case load will have a written vocational plan in the Center's central file, which includes specific vocational goals, time frames for reaching the goals, and services and programs being provided to reach the goal. 4.12 All changes or modifications in the disabled students' vocational goals or plan, including time frames and services or programs being provided, will be documented in the Center's central file within 2 weeks of the change or modification. 4.13 All vocational evaluation staffings will be attended.
5. To promulgate and make available the Center's services to the assigned schools' staff, disabled students, and parents.	5.1 To initiate contact with school personnel, disabled students, and parents. 5.2 To conduct tours of the Center. 5.3 To schedule daily activities to assure contact and availability to personnel, disabled students, and parents of the assigned schools.	5.11 All requests by school personnel, disabled students, and parents for information on the Center's services are met within 1 week of the request.
6. To assure that every disabled student is given the fullest opportunity to reach his/her maximum vocational potential.	6.1 To participate in the EAS and SAT meetings and provide input on vocational recommendations. 6.2 To request participation and attendance at workshops, conferences, etc., to keep current on vocational counseling trends, practices, and r[illegible]arch.	6.11 All EAS and/or SAT meetings regarding students on case loads from assigned schools or at the request of the Psychologist or special education teacher will be attended or the vocational input will be discussed with the teacher.

GUIDE TO
COMMUNITY RESOURCES



CAREER ASSESSMENT AND PLACEMENT CENTER
9401 SOUTH PAINTER AVENUE
WHITTIER, CA 90605
1986

CAREER ASSESSMENT
& PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121
Dan Hulbert, Rehabilitation Services Administrator

Dear Student:

As you leave high school and prepare for your future, we at the Career Assessment and Placement Center would like to assist you in reaching your goals . . . to do those things you want most to do . . . to become who you want to be.

We want you to use this guide to assist you along the road to a happy and prosperous future. If, after you leave high school, you have any questions or want counsel, please feel free to contact the counselor from your home school.

Counselors

Dennis Milligan	Santa Fe High School La Serna High School Frontier High School
Robbie Low	Whittier High School Pioneer High School
Weldon Bramlett	California High School
Jean Nathanson	El Rancho High School
Richard Rosenberg	Transitional Programs

Good luck in your future!

Sincerely,

Dan Hulbert

Dan Hulbert
Rehabilitation Services Administrator

DH:jk

A JOINT VENTURE OF
Whittier Area Cooperative Special Education Program and Whittier Union High School District
Accredited by the National Commission on Accreditation of Rehabilitation Facilities

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SOCIAL-RECREATIONAL

ALMA FAMILY SERVICES
3839 Selig Place
Los Angeles, CA 90031
(213) 223-5850

Age Served:	12 and Over
Hours:	8:30 - 5:00
Services:	Social-recreational program promoting physical, social, and cognitive development. Coordinates dance, craft, bowling, and Jack LaLanne activities. Saturday Program.

Self-Referred

CITY OF WHITTIER/PARKS AND RECREATION
7630 South Washington Avenue
Whittier, CA
(213) 945-8205, ext. 431
Friday Night Club - 2nd and 4th Friday of Month (18 and over)
Tuesday-Game Night (Palm Park), 7:00 p.m. - 9:00 p.m.

Age Served:	15 and Over
Hours:	8:00 - 5:00
Services:	Friday Night Club--outings for young adults and bus trip once a month.

Self-Referred

EXCEPTIONAL CHILDREN'S FOUNDATION
3750 West Martin Luther King Jr. Boulevard
Los Angeles, CA
(213) 290-2000, ext. 229

Age Served:	All Ages
Hours:	8:30 - 4:30
Services:	Special education program for elementary and secondary students; artistic education program.

Self-Referred

INTERCOMMUNITY BLIND CENTER, INC.
7702 South Washington Avenue
Whittier, CA 90602
(213) 698-1001

Age Served:	All Ages
Hours:	9:00 - 5:00; evening cooking class for youth
Services:	Information and referral, counseling, craft classes, homemaking skills classes, cooking classes, recreational outings, talking books lending library, visual aids.

Self-Referred

PENN REHABILITATION CENTER

12360 Penn Street
Whittier, CA 90602
(213) 698-7514

Age Served: 18 and Over
Hours: 8:00 - 4:00
Services: Encourage participation in leisure time activities, weekly bowling, monthly luncheons, seasonal parties.

Referred through Regional Center or Self-Referred

SANTA FE SPRINGS RECREATION CENTER

11155 Charlesworth Road
Santa Fe Springs, CA 90670
(213) 948-3717

Age Served: All ages
Hours: 10:00 a.m. - 10:00 p.m.

Y. M. C. A.

Whittier Center
12817 East Hadley Street
Whittier, CA 90601
(213) 698-0184

East Whittier Center
15740 East Starbuck Street
Whittier, CA 90603
(213) 943-7241

Age Served: All ages of children & adults
Hours: Monday through Friday: 8:30 a.m. - 9:00 p.m.
Saturday: 8:00 a.m. - 1:30 p.m.
Services: Membership, for a fee, would enable youth or adult use of either of the facilities in Whittier. Services include aerobic classes, swimming programs, use of weight rooms, and sauna. The Y.M.C.A. also offers a variety of classes either free to members or at a reduced fee. Just a few of these classes are: Martial Arts, Dance, Slimnastics, Yoga, Calligraphy, Child Birth Preparation.

Y. M. C. A. STRIDE PROGRAM

12817 Hadley Street
Whittier, CA 90601
(213) 698-0184

Age Served: 18 and Over
Hours: 9:00 - 2:30
Services: Develop independent living skills, social mobility, and community resources.

Referred through Regional Center

COUNSELING

EL CAMINO MENTAL HEALTH
11721-A Telegraph Road
Santa Fe Springs, CA 90670
(213) 949-8455

Age Served: 18 and Over
Hours: Monday, Thursday, and Friday: 8:00 - 5:00
Tuesday and Wednesday: 8:00 - 7:00
Services: Individual and group counseling; adolescent group counseling on self-esteem.

Call to make an appointment

FAMILY SERVICE
7702 South Washington Avenue #C
Whittier, CA
(213) 698-7941

10016 Pioneer Boulevard #110
Santa Fe Springs, CA 90670
(213) 949-9691

Age Served: 6 and Over
Hours: Monday: 9:00 - 9:00
Tuesday and Wednesday: 9:00 - 5:00
Thursday and Friday: 9:00 - 9:00
Services: Individual and family counseling

Call to make an appointment

HELPLINE YOUTH COUNSELING
12330 East Firestone Blvd.
Norwalk, CA 90650
(213) 864-3722

Age Served: All Ages (Youth/Family Counseling)
Hours: Monday through Friday: Appointment Only
Services: Individual, family, and group counseling; transportation provided if needed.

PROJECT INFO
9401 South Painter Avenue
Whittier, CA 90605
(213) 698-9436

Age Served: All Ages
Hours: 8:30 - 4:30
Meetings: Tuesday/Thursday - Family Communication Skills Program
Services: A family communication program in which families attend weekly meetings to establish cohesiveness within family members, building understanding and respect.

REGIONAL CENTER FOR THE DEVELOPMENTALLY DISABLED
12501 Philadelphia Street
Whittier, CA
(213) 698-0146

Age Served:	All Ages
Hours:	7:30 - 4:00
Services:	Information and referral; diagnosis and evaluation; early intervention program; individual program planning; advocacy.

WHITTIER HEALTH CENTER
Parent Anonymous
7643 South Painter Avenue
Whittier, CA
(213) 698-6251

Hours:	8:00 - 5:00
Services:	Parent group for help with parenting. Group meetings as announced.

EDUCATION

CERRITOS COLLEGE (Community Services)
11110 East Alondra Boulevard
Norwalk, CA 90650
(213) 860-2451, ext. 521

Age Served:	4th Grade to Adult
Hours:	Monday through Friday: 8:00 a.m. - 9:00 p.m. Saturday: 8:00 - 1:30
Services:	Resource center offers support services to integrate and mainstream; registration assistance; placement test assistance; campus orientation; instructor liaison; tutoring; note taking; test taking assistance.

Call or walk-in application
Not difficult to get inter-city permit

CERRITOS COLLEGE VOCATIONAL EDUCATION PROGRAM
(aka Satellite Program)
Rancho Los Amigos Hospital
12929 Laurel Street
Downey, CA 90242
(213) 922-7728

Age Served:	18 and Over
Hours:	8:00 - 12:00 9:00 - 11:30 (summer)
Services:	Instructional program in business courses, service occupations, teacher aide, landscape. Offer job sites with work experience in hospital.

Referred through Department of Rehabilitation or Regional Center

RIO HONDO COLLEGE
3600 Workman Mill Road
Whittier, CA
(213) 692-0921, ext. 239

Age Served:	18 and Over
Hours:	8:30 - 3:00
Services:	Remedial math and reading program; assist in registration.

WHITTIER ADULT SCHOOL
9401 South Painter Avenue
Whittier, CA 90605
(213) 698-8121, ext. 281

Age Served:	18 and Over
Hours:	Monday through Friday: 9:00 - 12:00 Monday through Thursday: 7:00 p.m. - 10:00 p.m.
Services:	Academic skills to earn credits for high school diploma.

WHITTIER AREA COOPERATIVE SPECIAL EDUCATION PROGRAM
8036 South Ocean View Avenue - Room 8
Whittier, CA 90605
(213) 945-6431

Services:	Coordinate special education programs offering quality education for exceptional individuals throughout the Greater Whittier Area. Consultation and support services.

WHITTIER AREA PARENTS ASSOC. FOR DEVELOPMENTALLY HANDICAPPED
10625 South Santa Gertrudes
Whittier, CA 90603
(213) 943-0291

Age Served:	21 and Over
Hours:	9:00 - 3:00 or 10:00 - 4:00
Services:	Day activity center

Referred through Regional Center

WHITTIER COLLEGE READING CENTER
Platner Building
Founders Hill Road
Whittier, CA 90601
(213) 693-0771, ext. 270

Age Served:	All age students
Services:	Remedial reading
Hours:	Monday through Thursday: 2:30 - 5:30

VOCATIONAL

CAREER ASSESSMENT AND PLACEMENT CENTER

Sierra Education Center
9401 South Painter Avenue
Whittier, CA 90605
(213) 698-8121, ext. 307

Hours: 7:30 - 4:30
Services: Career education, vocational counseling, vocational evaluation, work adjustment, job placement, independent living skills, and driver's education.

DEPARTMENT OF REHABILITATION

13215 Penn Street - Room 430
Whittier, CA 90602
(213) 698-8381

12440 East Firestone
Suite 215
Norwalk, CA
(213) 864-8521

Age Served: 16 and Over
Hours: 8:00 - 5:00
Services: Vocational counseling, work experience, vocational training, medical treatment, transportation, tools, equipment, uniforms, etc., for training or placement; job placement services, follow-up on placement and post-employment services.

EMPLOYMENT DEVELOPMENT DEPARTMENT

7240 Greenleaf Avenue
Whittier, CA 90602
(213) 945-1011

Age Served: 16 and Over
Hours: 8:00 - 5:00
Services: Job service; job placement.

GOODWILL INDUSTRIES

342 San Fernando Road
Los Angeles, CA 90031
(213) 223-1211

Age Served: 16 and Over
Hours: 8:00 - 4:30
Services: Sheltered workshop, assembly, cafeteria, shipping and receiving, sorting, textiles, clothing, furniture. Weekly evaluation.

LINCOLN TRAINING CENTER

2643 North Loma
South El Monte, CA 91733
(818) 442-0621

Age Served: 18 and Over
Hours: 7:45 - 4:15
Services: Sheltered workshop; independent living skills, speech.

Referred through Regional Center

LOS ANGELES COUNTY EPILEPSY SOCIETY

TAPS Training and Placement Services
2911 West Eighth Street
Los Angeles, CA 90005
(213) 382-7337 / 382-3674 (TAPS Line)

Hours: 9:00 - 5:00
Services: Counseling, job seeking skills workshops and job clubs; placement assistance, social services.

PAR EAST WORKSHOP

8707 Sorenson
Santa Fe Springs, CA 90670
(213) 945-1064

Age Served: 18 and Over
Hours: 8:00 - 4:30
Services: Work experience, work evaluation, work adjustment.

Referred through Regional Center

PENN REHABILITATION CENTER

12360 Penn Street
Whittier, CA 90602
(213) 698-7514

Age Served: 18 and Over
Hours: 8:00 - 4:00
Services: Work experience program. Provides long-term vocational and social development in a realistic work environment to evaluate and improve habilitation potential.

Referred through Regional Center or Self-Referred

SAN GABRIEL VALLEY TRAINING CENTER

400 Covina Boulevard
La Puente, CA 91746
(818) 968-8479

Age Served: 18 and Over
Hours: 8:00 - 4:30
Services: Factory assembly, medical housekeeping, horticulture, food service, computer, electronic assembly, clerical.

Referred through Regional Center

SOUTHEAST WORK TRAINING CENTER

9501 Washburn Road
Downey, CA 90242
(213) 803-3391

Age Served: 18 and Over
Hours: 7:15 - 3:45
Services: Work activity center in food service and assembly work; paid on piece rate basis. Adult education.

Referred through Regional Center

TRI-CITIES REGIONAL OCCUPATIONAL PROGRAM
9401 South Painter Avenue
Whittier, CA 90605
(213) 698-9571

Age Served: 16 and Over
Hours: 7:30 a.m. - 10:00 p.m.
Services: Job training program in auto, business, and other trades.

VALLEY VOCATIONAL CENTER
320 North Willow
La Puente, CA 91746
(818) 968-4638

Age Served: 18 and Over
Hours: 8:00 - 2:30
Night Classes: 6:00-10:00
Services: Sheltered workshop. Teach cafeteria, custodial, gardening, and assembly work. Work evaluation.

Referred through Regional Center for sheltered workshop

SUPPORT GROUPS

DEPARTMENT OF PUBLIC SOCIAL SERVICE
1217 Norwalk Boulevard
Norwalk, CA 90650
(213) 864-8541

Hours: 8:00 - 5:00
Services: Medical assistance; food stamp program; protected services (child abuse).

EASTER-SEAL SOCIETY
209 East Alameda Avenue #102
Burbank, CA 91502
(818) 848-5999

Hours: 8:30 - 4:30
Services: Stroke resocialization program; community living skills center; social services.

GLAD (Greater L.A. Council on Deafness)
7700 Orangethorpe Avenue #6
Buena Park, CA 90621
TTD & Voice: (714) 523-7750

Hours: 8:30 - 5:00

616 S. Westmorland Ave., 2nd Floor
Los Angeles, CA 90005
TTD & Voice: (213) 383-2220

Hours: 8:30 - 5:00

SOCIAL SECURITY OFFICE
7227 South Greenleaf Avenue
Whittier, CA 90602
(213) 696-7507

Hours: 8:00 - 4:30

UNITED CEREBRAL PALSY
3020 West Harvard
Santa Ana, CA 92704
(714) 546-5760

TRANSPORTATION

BICYCLE LICENSING	Contact Local Fire Station
DEPARTMENT OF MOTOR VEHICLES 9331 Painter Avenue Whittier, CA	Appointments Only: 945-1151 Other Information: 744-2000
LA HABRA DIAL-A-RIDE	943-6776
LA MIRADA DIAL-A-RIDE (Physically Handicapped)	943-6776
ORANGE COUNTY DIAL-A-LIFT	943-6776
ORANGE COUNTY TRANSIT	(714) 636-7433
RTD BUS LINE	699-0954 626-4455 (818) 443-1307
SANTA FE SPRINGS FREE TRAM	868-0511 Ext. 217
WHITTIER DIAL-A-RIDE (Physically Handicapped) 13230 Penn Street Whittier, CA	698-2551 (Service Card) 694-5909 (Service)

JOB CLUB REFERRAL FORM

Date: ______________________ Referral Source: ______________________________

Name: ____ Age: ______________________

Address: ____

Telephone Number: ____

School: ____________________ Teacher: ______________________________________

Transportation: ____

____

Hours Available For Work: ____

____

Previous Work Experience: ____

____

Client's Work Objective: ____

____

____

____

____

LEGEND:

White - Central
Yellow - Placement
Pink - Referral Source

D

CAREER ASSESSMENT AND PLACEMENT CENTER

Source Document

CLIENT:

ADDRESS:

TELEPHONE:

PARENTS:

SCHOOL:

TEACHER:
- Resource
- SDC
- TMR
- OTH

PROGRAM: VOCATIONAL COUNSELING Page

REPORT MONTH:

STAFF:

DATE STARTED: DATE TERMINATED:

PROGRAM LENGTH:

1. Completed program
2. Did not complete program
   - Graduated
   - Moved
   - Refused Services

CHARACTERISTICS: Circle numbers of all that apply

1. Blind
2. Visually Impaired
3. Deaf
4. Hearing impaired
5. Learning handicapped
6. Orthopedically impaired
7. Severely emotionally disturbed
8. Speech impairment
9. Severely disabled
10. Inappropriate vocational goal
11. No vocational goal
12. No work experience
13. Grade:
14. Date of Birth:
15. School schedule prevents participation
16. Ethnicity:
    - A. White
    - B. Hispanic
    - C. Black
    - D. Oriental
    - E. Indian
    - F. Other
17. No vocational training

RESULTS/BENEFITS:	Referred	Completed
1. Vocational plan		
2. Vocational evaluation		
3. Work adjustment		
4. Career Exploration:		
a) Individual counseling		
b) Job site visitation		
c) Preparation for work		
d) School career centers		
5. Vocational Training:		
a) Introductory level classes		
b) Occupational classes		
c) R.O.P.		
d) Valley Vocational		
e) San Gabriel Valley Trn. Ctr.		

	Referred	Completed
6. Rehab. Regional Ctr. client		
7. Work Training:		
a) School site		
b) Community site		
8. Employment:		
a) Full-time		
b) Part-time		
9. Advanced Training:		
a) Applied to comm. college		
b) Applied to trade school		
c) Applied to college		
10. Other:		

VOCATIONAL TRAINING

Class	Employ. Standard Met	Not Met	Class	Employ. Standard Met	Not Met

E

Career Assessment and Placement Center

eporting Period: ____________________ MANAGEMENT REPORT - VOCATIONAL COUNSELING

PRIMARY MEASURES	GOAL	CURRENT PERIOD	CUMULATIVE PERIOD
1. Percent developing vocational plan	90%		
2. Percent obtaining appropriate svcs.	90%		
3. Percent implementing vocational plans	60%		

CLIENT DESCRIPTORS	CURRENT		CUMULATIVE	
	#	%	#	%
1. Percent having no previous work experience				
2. Percent having no previous vocational training				
3. Percent who are severely disabled				
4. Percent with inappropriate or no vocational goals				
5. Percent unable to participate due to school schedule				
6. Percent 18 years of age or under				

SUPPLEMENTALS	CURRENT PERIOD	CUMULATIVE PERIOD
1. Percent in career exploration		
2. Percent in vocational training		
3. Percent in work training		
4. Percent in competitive employment		
5. Percent in advanced training		
6. Cost per client served		

WHITTIER AREA COOPERATIVE SPECIAL EDUCATION PROGRAM

Vocational Plan

CLIENT NAME: ______________________________ **DATE:** ____________________

VOCATIONAL GOAL:

____

____

____

TREATMENT STRATEGIES:

____

____

____

____

____

TARGETED ATTAINMENT DATE	PERSONS INVOLVED IN TREATMENT STRATEGIES

This Vocational Plan will be reviewed, on a monthly basis, and modified as necessary.

______________________________ ______________________________

Vocational Counselor Client

F

04/84

WHITTIER AREA COOPERATIVE SPECIAL EDUCATION PROGRAM

Vocational Summary

CLIENT NAME: ______________________________ DATE: ____________________

Vocational Goal Has Been Met: YES ________ NO ________

If NO, current status of client in relationship to vocational goal and treatment strategies being applied:

____

____

____

____

____

If YES, recommendation for further vocational plans:

____

____

____

____

____

____
Vocational Counselor

CAREER ASSESSMENT AND PLACEMENT CENTER

COMMUNITY WORK TRAINING REFERRAL FORM

Date: ____________________ Case Manager: ____________________

Student/Client Name: ____________________ Program: ____________________

Address: ____________________

Is this individual a client of Department of Rehabilitation or in process? Yes ___ No ___

City/Zip Code: ____________________

Department of Rehabilitation Counselor: ____________________

Telephone Number: ____________________

Birth Date: ____________________
Month Day Year Age

Regional Center Counselor: ____________________

Social Security Number: ____________________

High School Presently Attending: ____________________ Present Grade Level: __________

Teacher: ____________________ Telephone Number: ____________________

Primary Disability: RSP ____ SDC LH ____ OH ____ ADULT LH ____
SED ____ SDC SH ____ VH ____ ADULT SH ____
Communicative ____ Other: ____________________

Other Disabilities: ____________________

Vocational Area for Work Training: ____________________

Days Student is Available for Work Training: ____________________

Specific Hours Available: ____________________

Vocational Objective: ____________________

Legend: White - Central File
Yellow - Placement
Pink - Case Manager

H 07/85

DEPARTMENT OF REHABILITATION
WORK STATION PLACEMENT

Name of Student: ______________________ **Grade:** __________

Name of School or Business Where Stationed: ______________________

Business Address: ______________________ **Phone:** __________

____

Supervisor's Name: ______________________

Job Title: ______________ **Nature:** Work Evaluation ______

Work Adjustment ______

Vocational ______

Work Experience ______

Description of Duties: ______________________

____

____

Hours per Week: ______________ **Rate per Hour:** ______________

Starting Date: ______________ **Ending Date:** ______________

Reason for Termination: ______________________

____

____

Summary of Work Experience Placement: ______________________

____

____

____

____

____

____

____

Intake Scheduled: ____________

CAREER ASSESSMENT AND PLACEMENT CENTER

JOB PLACEMENT REFERRAL FORM

Referral Date: ____________ Case Manager: ____________

Client Name: ____________ DR Counselor: ____________

Address: ____________ Present Grade Level: ____________

City/Zip Code: ____________ School Last Attended: ____________

Telephone Number: ( ) ____________ Driver's License Number: ____________

Birth Date: ____________ Social Security No: ____________
Month Day Year (Age)

Mode of reliable transportation: ____________

Any financial assistance received (SSI, Disability, etc.): ____________

Can the client, after employment, submit proof of citizenship? Yes ____ No ____

Vocational Objective: ____________

____

Employment Request: (Be specific as to area): ____________

____

Days client is available for employment: ____________ Weekends ☐

Specific hours available: ____________ Evenings ☐

Primary Disability:
RSP ____ SDC LH ____ OH ____ ADULT LH ____
SED ____ SDC SH ____ VH ____ ADULT SH ____
Communicative ____ Other ____________
Functional Limitations: ____________

Vocational Evaluation:

Has client completed a Vocational Evaluation? Yes ____ No ____
Was Job Placement an immediate recommendation? Yes ____ No ____
If Work Adjustment was recommended, has this service been provided? Yes ____ No ____

Vocational Training Completed: School: ____________ Location: ____________

Course Title: ____________ Length of Training (total hours): ____________
Name of Instructor: ____________ Type of Certificate: ____________
(Certificate or letter of recommendation must be attached)

Employment History: (Previous Employment Record)

Employer: ____________ Location: ____________
Position: ____________ Length of Employment: ____ Yr. ____ Mo.
Type of Tasks Performed: ____________
Reason for Leaving: ____________

(Please attach particulars on additional educational, vocational, employment, and military experience on additional sheet.)

Legend: Original - Client File
Yellow - Placement

J

07/85

CAREER ASSESSMENT AND PLACEMENT CENTER

WORK ADJUSTMENT AND INDEPENDENT LIVING SKILLS

REFERRAL FORM

DATE: ____________________

NAME: ____________________ AGE: __________

HOME ADDRESS: ____________________

TELEPHONE NO.: ____________________

SCHOOL: ____________________ PROGRAM: __________

TEACHER: ____________________ GRADE: __________

Pre-Vocational and Vocational Skills

___ Work habits (attendance, punctuality, etc.)

___ Appropriate dress and grooming

___ Job seeking skills (resume, interviews, etc.)

___ Productive skills (quality and quantity)

___ Orientation to work practices (benefits, payroll deductions, etc.)

___ Work attitude (supervision, frustration level, cooperation, work confidence, etc.)

___ Tutoring (exams, reading in training)

___ Work related skills (counting, measuring, vocabulary, etc.)

___ Other: ____________________

Personal and Social Adjustment

___ Interpersonal and communicative skills (co-worker, supervisor)

___ Self-esteem

___ Value awareness

___ Assertiveness

___ Other: ____________________

Independent Living Skills

___ Mobility training (RTD, driver's license)

___ Consumer skills (budgeting, self-care, etc.)

___ Other: ____________________

Comments: ____________________

____

REFERRAL SOURCE: ____________________

Legend

White - Work Adjustment
Yellow - Referral Source

CAPC 2.2 (10/80)
K

WHITTIER UNION HIGH SCHOOL DISTRICT
CAREER ASSESSMENT AND PLACEMENT CENTER

Parent Consent for Services

Reason for Referral Your son/daughter has been referred to the Career Assessment and Placement Center to receive assistance in vocational planning. The Career Assessment and Placement Center is a group of counselors and other school personnel who make recommendations in an attempt to more adequately meet student's vocational needs. Your son/daughter has been referred for the following services in order to help plan an appropriate program:

____ Vocational/Work Evaluation
____ Job Placement
____ Vocational Counseling
____ Work Adjustment

Your son/daughter is scheduled to start the program at the Sierra Education Center, 9401 South Painter Avenue and will be attending from __________ to __________, beginning ____________________.

I give my consent for my son/daughter to be assessed as outlined above. I understand that my son/daughter will not be assessed until this signed consent is returned and that the assessment will be completed within 1 semester of the district's receipt of this consent. It is also my understanding that when this assessment is completed I will be invited to a meeting to review the results and discuss program possibilities. I understand that no change in my son's/daughter's educational program will be made without my written consent.

My son/daughter has my permission to use his/her own vehicle for transportation to and from Central Campus: Yes ____ No ____. I understand that the Whittier Union High School District will otherwise provide transportation.

I also understand that as part of his/her involvement with the Career Assessment and Placement Center he/she may be transported off the Whittier Union High School District's property. I give my consent for this with the understanding I will be notified by phone of such action prior to each occurrence.

In case of an emergency please contact Dr. ______________________________, at ( ) ________________________. If the Doctor cannot be reached, take my child to ____________________ Hospital for treatment. I realize that the Whittier Union High Schol District cannot assume responsibility for the payment of medical fees or expenses.

____
Student's Name

____
Parent/Guardian Signature

____
Date

LEGEND
White - Parent
Yellow - School
Pink - Central File

L

CAREER ASSESSMENT AND PLACEMENT CENTER
VOCATIONAL EVALUATION REFERRAL FORM (SCHOOL)

DATE:

VOCATIONAL COUNSELOR: SCHOOL COUNSELOR:

SPECIAL EDUCATION TEACHER: SCHOOL:

NAME: D.O.B. SOC. SEC. #:

ADDRESS: PHONE:

PARENT OR GUARDIAN:

IN CASE OF EMERGENCY (Contact Person):

ADDRESS: HOME PHONE: BUS. PHONE:

REASON FOR REFERRAL (Please be Specific):

DISABILITY:

MEDICAL INFORMATION:

General Physical Health:
Medical Limitations (Physical/Emotional):
Hospitalizations (Dates, Where, Reason):
Medications: Schedule:
Does This Person Have Seizures: How Often: What Kind:

ACADEMIC EDUCATION:

Grade: Credits: Program:
Specific Vocational Courses (e.g., welding, typing, etc.):
Reading Score: Date Given:
Math Score: Date Given:
WISC, WAIS Scores: Date Given:

WORK HISTORY (include volunteer, work training, work experience, etc.):

MISCELLANEOUS INFORMATION:

Is the student a client of Dept. of Rehab: Yes No Counselor:
Parent's primary language (other than English):
What type of transportation will client be using:
Additional information you feel is important:

M 8/85

TATE OF CALIFORNIA
EPARTMENT OF REHABILITATION

PPLICATION FOR VOCATIONAL REHABILITATION SERVICES

R 222 (8-82)

Please read the "CLIENT INFORMATION BOOKLET" for an explanation of Civil Rights, Eligibility Requirements, Confidentiality, Appeals Procedure, and The Ombudsman Program.

LAST NAME	MAIDEN NAME	FIRST NAME	MIDDLE INITIAL

STREET ADDRESS	MAILING ADDRESS (IF DIFFERENT)

CITY	ZIP CODE	COUNTY

TELEPHONE NUMBER	SOCIAL SECURITY NUMBER	AGE	DATE OF BIRTH

Please describe your disability or other problem that prevents you from getting a job or interferes with your present job:

How can we help you?

Who referred you?

Full name of person not in your home who will always know where you live:

ADDRESS	CITY	PHONE NUMBER	RELATIONSHIP

RELEASE OF INFORMATION TO PROSPECTIVE EMPLOYERS:

I hereby authorize the Department of Rehabilitation to release information to prospective employers for the purpose of assisting me in job placement. I understand that only information necessary to assist me in job placement will be released. This consent applies until such time as my case is closed or I specifically withdraw my consent.

☐ YES ☐ NO

I have received my "Client Information Booklet" and have discussed with my Counselor: Civil Rights, Eligibility Requirements, Confidentiality, Appeals Procedure, and the Ombudsman Program.

☐ YES ☐ NO

PROGRAM FOR THE INDUSTRIALLY INJURED:

☐ YES I am applying for services because of an on-the-job injury. In order to receive benefits under this program, I hereby authorize the Department of Rehabilitation to release information concerning my injury and rehabilitation program to the Rehabilitation Bureau and my employer or the employer's insurance carrier.

☐ NO I am not applying for services because of an on-the-job injury.

APPLICANT'S SIGNATURE	DATE

SIGNATURE OF PARENT OR GUARDIAN (if you are a minor, signature of a parent or guardian is required.)

TO BE COMPLETED BY COUNSELOR

SIGNATURE 250	RECEIVED
	DATE

INSTRUCTIONS: Prepare in duplicate. File pink original in case folder, give blue carbon to applicant.

N-1

EPARTMENT OF REHABILITATION

MPLOYMENT RECORD

R 222B (4/83)

Client Name____

Date ____

Careful completion of this form will help us to determine your eligibility and assist in vocational planning. In addi[illegible] to employment, include trade/vocational training, special licenses, and related information. This information will be kept confidential.

EDUCATION/VOCATIONAL TRAINING

Circle Highest Grade Completed 1 2 3 4 5 6 7 8 9 10 11 12 GED College 1 2 3 4 5 6

Institutions of higher education attended (TRADE, VOCATIONAL, OR PROFESSIONAL)

____

chool Major Courses Certificate/Degree/License

____

chool Major Courses Certificate/Degree/License

Military Work Experience or Training

____

Foreign Languages____________________________

name of language(s)

• •

WORK EXPERIENCE

List last employer first/include volunteer experience

Employer __________________________ Date Began _____________ Date Ended _____________

Address ____ Wages _____________

Street City State

Name of Job ____________________________ How did you get this job? _______________

Can you still work at this job? _______________ If not, why not? _____________________

Your duties: (Describe exactly what you did. List tools and equipment used.)

____

____

____

Reason for leaving ____

What about your work did you like? ____

What did you dislike? ____

• •

Employer __________________________ Date Began _____________ Date Ended _____________

Address ____ Wages _____________

Street City State

Name of Job ____________________________ How did you get this job? _______________

Can you still work at this job? _______________ If not, why not? _____________________

Your duties: (Describe exactly what you did. List tools and equipment used.)

____

____

____

Reason for leaving ____

What about your work did you like? ____

What did you dislike? ____

NORWALK DISTRICT REFERRAL CHECKLIST

_______________ Social Security Number

Address _______________ Date _______________

City State Zip Code _______________ Age Date of Birth _______________

Telephone Number _______________ Who Referred You? _______________

	YES	NO
1. Have you ever been a client of the Department of Rehabilitation	☐	☐
2. Are you now or ever been on parole or probation?	☐	☐
3. What is your source of income? _______________	☐	☐
4. Are you receiving Social Security Disability benefits?	☐	☐
5. Are you receiving Supplemental Security Income?	☐	☐
6. Does your handicap involve drugs or alcohol?	☐	☐
7. Are you deaf or hard of hearing?	☐	☐
8. Are you blind or partially sighted?	☐	☐
9. Are you unemployed because of a physical or emotional problem?	☐	☐
If yes, what is your disability? (Example: Back Injury) _______________	☐	☐

____

NAME ______________________________

HEIGHT __________ WEIGHT __________ AGE __________

	YES	NO		YES	NO
Headaches or dizziness			Anemia or blood disease		
Nervousness, nervous breakdown, or mental disease			Arthritis or Rheumatism		
Eye Trouble			Fractures: pain in back, leg, arm		
Ear Disease or hard of hearing			Severe illness or accident		
Speech disorder, stuttering, cleft palate			Any head injuries		
Diabetes			Epilepsy, spells, convulsions, or blackouts		
Asthma or lung disease			Reaction to any medicine, allergies		
High blood pressure, heart disease, or a stroke			Any drug, narcotic or excessive drinking habits		
Disease of kidneys or bladder			Are you under a doctor's care		
Rupture or hernia			Are you now taking medicine		
			Do you have hospital insurance		

If you have answered any of the above questions with yes, please provide the following:

DOCTOR AND ADDRESS	CONDITION TREATED	DATE LAST SEEN

Have you been rejected or discharged from the Armed Forces for Physical or mental reasons? YES ______ NO ______

Have you ever been refused employment for physical or mental reasons? YES ______ NO ______

Have you ever had, or been advised to have an operation? YES ______ NO ______
If you have, give details:

____

____

____

Have you ever been in a hospital, rest-home, or sanitorium as a as a patient? YES ______ NO ______

If yes, give details below:

WHEN	WHERE	REASON

WHITTIER UNION HIGH SCHOOL DISTRICT
Career Assessment and Placement Center

Worker Evaluation

LEGEND
White - Rehabilitation
Green - Central File
Canary - Trainee
Pink - Teacher
Goldenrod - Supervisor

Trainee's Name: ____________________

Work Site: ____________________

Position: ____________________

Address: ____________________

Site Supervisor: ____________________

Pay Period Begins: __________ Ends: __________

City: ____________________

Phone No. ____________________

Evaluations should be made on a realistic basis. Stipend pay rates are calculated based on percentages earned in each assessment category.

ASSESSMENT CATEGORIES	100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	Date	Hours In	Out	Total
PUNCTUALITY-regularly on time														
ATTENDANCE-dependable; notifies in advance if absent														
ATTITUDE-positive toward work, co-workers, supervisors														
FOLLOWS INSTRUCTIONS-oral and written														
APPEARANCE-appropriately dressed														
RETAINS INSTRUCTIONS-remembers tasks from day to day														
WORKS INDEPENDENTLY-does not need continuing supervision; does not waste time														
INITIATIVE-self starter; works ahead without further direction														
QUALITY OF WORK-accurate and well done														
SPEED AND PRODUCTIVITY-is equivalent to a full-time employee														

Please comment on Trainee's progress: ____________________

____

Supervisor's Signature: ____________________

Trainee's Signature: ____________________

Total Hours ☐

Please have worker evaluations completed and signed for payroll processing by: ____________________
Date

7/83

Whittier Union High School District
9401 South Painter Avenue
Whittier, California 90605
(213) 698-8121

CAREER ASSESSMENT AND PLACEMENT CENTER

VOCATIONAL EVALUATION

DISSEMINATION MANUAL

PREPARATION OF THIS MANUAL

WAS SUPPORTED BY

OSERS GRANT NO. G008430105

MARCH, 1988

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VOCATIONAL EVALUATION

What Is The Career Assessment and Placement Center (CAPC)?

The Career Assessment and Placement Center (CAPC) is a joint effort of the Whittier Area Cooperative Special Education Program, and the Whittier Union High School District. Started in December, 1979, the Center provides vocational and independent living services to individuals who have been diagnosed as having a physical, mental, or emotional disability, who have minimal self-care skills, and who are junior high school age or older.

Housed on one site, CAPC provides a comprehensive transition program which includes the following services: Vocational Counseling; Vocational Evaluation; Work Adjustment; Independent Living Skills; Preparation for Work; Job Development/Placement; and Career Education. Recognizing that such a comprehensive program is ideal but not always possible, CAPC stresses that it is not necessary to provide all the services listed above in order to begin a school-to adult life transition program.

Any of these services could function independently or in conjunction with one or two other services and could be provided by the same service provider (e.g. teacher), or in cooperation and coordination with other service providers (e.g. teacher, counselor, psychologist). Likewise, any of the CAPC manuals can be used independently or in combination with others.

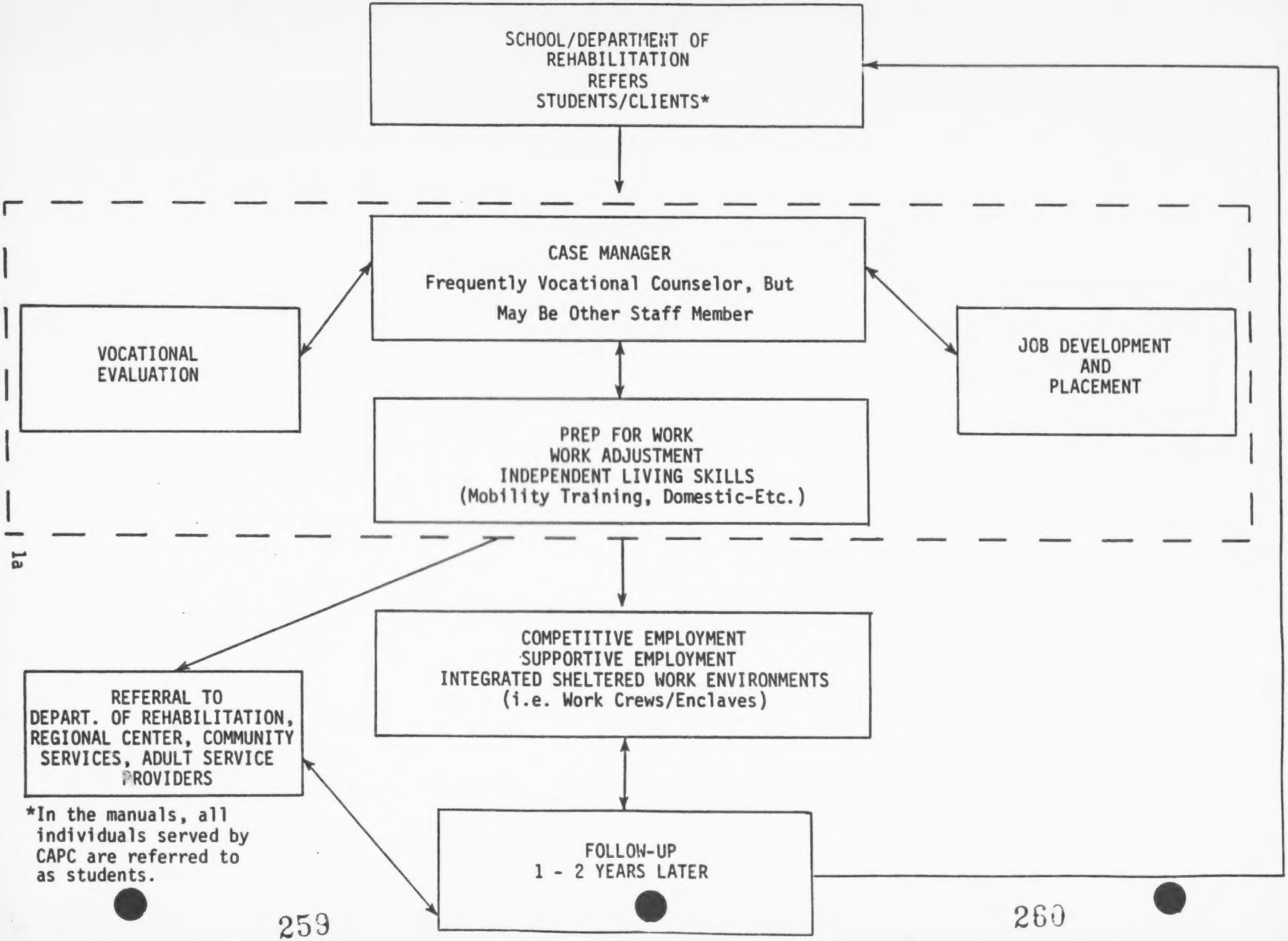
This manual deals with Vocational Evaluation, the component of CAPC, which is responsible for the assessment of students' employment interests and capabilities. The manual can be used independently to provide assistance and guidance in establishing a program for vocational evaluation in a school district, or it can be used in conjunction with one or two others to develop a more comprehensive program. Refer to the flow chart, following, to visualize how Vocational Evaluation fits into the total CAPC mode.

Why Is It Needed

Public Law 94-484 mandates that vocational goals be included in a student's Individual Education Plan (IEP). The best way to assure success in meeting vocational goals is to carefully match the student with a job or job category. In order to accomplish this match, an evaluation of each student's vocational abilities, interests and work behaviors is essential.

For a disabled student who may have very limited perceptions of the work environment, and little

CAPC TRANSITION MODEL


SCHOOL/DEPARTMENT OF REHABILITATION REFERS STUDENTS/CLIENTS*
CASE MANAGER
Frequently Vocational Counselor, But May Be Other Staff Member
VOCATIONAL EVALUATION
JOB DEVELOPMENT AND PLACEMENT
PREP FOR WORK
WORK ADJUSTMENT
INDEPENDENT LIVING SKILLS
(Mobility Training, Domestic-Etc.)
COMPETITIVE EMPLOYMENT
SUPPORTIVE EMPLOYMENT
INTEGRATED SHELTERED WORK ENVIRONMENTS
(i.e. Work Crews/Enclaves)
REFERRAL TO DEPART. OF REHABILITATION, REGIONAL CENTER, COMMUNITY SERVICES, ADULT SERVICE PROVIDERS
FOLLOW-UP
1 - 2 YEARS LATER

*In the manuals, all individuals served by CAPC are referred to as students.

awareness of his/her own work interests, a comprehensive approach to assessment is necessary. This approach not only determines the student's skills, but enables him/her to increase self-awareness and job-awareness through a variety of tasks such as work samples, interest inventories, aptitude tests, strength and dexterity tests, perceptual tests, interviews, etc. With this increased awareness, the student is able to explore his/her abilities, skills, and interests in relation to the world of work. Upon completion of the assessment, vocational information is provided to teachers, counselors, parents, etc., to assist them in developing IEPs.

Unfortunately, this type of comprehensive assessment takes place in only a few schools today. The need for an increase in relevant and accurate vocational assessment for disabled students is apparent. Without it there is a great risk of planning unrealistic vocational goals and hindering students' future occupational opportunities. This can only foster continued unemployment and underemployment among handicapped individuals, thus wasting human potential and promoting dependency on families and society.

Definition of Terms

Vocational/Work Evaluation:

A systematic approach by which an individual explores his/her aptitudes, interests, abilities, and skills as these traits relate to work. These areas are assessed by work samples, psychometric testing, and situational assessment. Service is provided by Vocational Evaluators.

Situational Assessment:

A "hands-on" experience that lets a client further explore vocational interests and abilities by going into the community and trying a job for a specific length of time (usually 1-5 days).

Psychometric Evaluation:

Includes current status evaluation in the areas of mental abilities, emotional health, subject achievement levels, and the pinpointing of special strengths, weaknesses, and interests of individuals. Common techniques used in the evaluation include observations, past history, and tests of the following type:

1. Work Interest and Needs - These are formal assessment instruments designed to match an individual with specific jobs or job categories. Generally, they are paper and pencil type tests such as the Career Assessment Inventory or Wide Range Interest Opinion Test.

2. Dexterity, Strength, and Coordination - Tests used to assess hand-eye coordination, mobility and strength of muscles, knowledge of spatial relationships, and speed and ability in following directions. Examples—Purdue Pegboard, Minnesota Rate of Manipulation.

3. Achievement/Academic - These tests are designed to establish the level of achievement in academic areas such as reading, math, spelling, etc. Examples of such tests include: the Peabody Individual Achievement Test (PIAT), and Wide Range Achievement Test (WRAT).

4. Aptitudes -
These instruments are used to determine abilities in specific areas, such as mechanical or clerical abilities. Examples of aptitude tests which might be used include the Computer Programmer Aptitude Battery, and Minnesota Clerical Test.

5. Intellectual Assessment -
The evaluation of an individual's general intellectual level, attained through formal, standardized intelligence tests. These instruments test a wide variety of functions and characteristically provide a single score (IQ score) indicating the person's intellectual potential.

6. Personality -
Personality may be evaluated through the use of paper-and-pencil tests, personal interviews, projective tests, or rating scales. All techniques are designed to measure emotional, motivational, interpersonal, and attitudinal characteristics of the individual.

Work Samples:

Simulated or real job tasks designed for the purpose of assessing an individual's abilities, limitations, interests, and behavior as they relate to work.

For a complete list of the assessment instruments utilized by CAPC refer to the Vocational Evaluation Plan in the Appendix.

Goals and Objectives of Vocational Evaluation

The goal of the Vocational Evaluation is to assess the employment capabilities of persons who are vocationally disabled by physical, emotional, and/or mental disabilities, or are economically disadvantaged, through the use of psychological testing, work samples, and situational assessments in order to provide the referral source with verbal and written recommendations for further vocational planning and programming.

Description of CAPC Services

Admission Criteria

Although this can vary depending on the type of assessment being conducted, the following are levels of vocational and social development which are considered necessary for an individual to obtain a valid and beneficial vocational evaluation. These are to be considered as general guidelines to follow in screening individuals for referral for an evaluation. CAPC's vocational Evaluation is designed primarily for Learning Handicapped and Physically Handicapped, not Severely Disabled. In general, a potential vocational evaluee should:

- Have minimal self-care skills (toilet trained, able to dress and feed self);
- Be nondestructive to self, others, and surrounding environment;
- Be able to tolerate the minimal pressures of a work situation, i.e., expectancies of an authority figure for X amount of productivity, accept criticism, physical stamina to do work on a four-hour job with normal amount of break time;
- Be able to attend to a task for a minimum of 30 minutes without excessive talking, looking around, daydreaming, and other task interrupting behavior;
- Once a repetitive task is learned, able to independently work on task for 30 continuous minutes without supervisory

follow-up;
- Have available, and be able to independently use, transportation from home to Vocational Evaluation site and back;
- Be able to understand and follow oral and/or demonstrated instruction on a two-step task;
- Preferably 16 years of age or older;
- Has completed 9th grade;
- Have a stabilized physical and mental condition; and
- Have a signed parental or legal guardian authorization, if the person is a minor.

See CAPC form for Admission Criteria for Vocational Evaluation in Appendix.

Referral Procedure

For high school students, the vocational counselor completes the referral form and obtains parent consent for services. The counselor schedules a starting date for Vocational Evaluation and submits the above forms prior to the starting date. For non-high school students, the referral source contacts the Evaluation Unit, at which time a starting date is established. Referrals from outside CAPC come from the State Department of Rehabilitation and Regional Centers. The CAPC is an approved vendor for these agencies. The referral source submits the following to the Evaluation Unit, prior to the starting date:

a. A completed Vocational Evaluation Referral Form or a letter authorizing services and with a specific referral request; and
b. Authorization for payment of services (for State Department of Rehabilitation clients); and
c. General medical, medical specialist, and hospitalization reports, and emergency cards (for students); and
d. Signed parent consent forms for students under 18 years of age; and
e. Psychological assessment reports, if available; and
f. Social history, if available; and
g. school and/or vocational training records, if available.

See Sample Referral and Parent Consent Forms in Appendix.

Development of Vocational Evaluation Plan

The vocational evaluation plan is developed on the first day the student arrives at the Center. The development of the plan proceeds as follows:

- Before the student arrives, the Evaluator reviews the medical, psychological, educational, and social information provided by the school counselor.
- When the student arrives, an intake interview is conducted. Additional background information is obtained and student interests and goals are explored. (See Initial Interview Form in Appendix.)
- An orientation to the facility is provided to familiarize the student with the physical surroundings, rules, procedures, roles of staff members, and the purpose of the Vocational Evaluation service.
- The student and Evaluator select instruments to be used to answer the referral questions. These may include tests of work interest, job satisfaction, dexterity, strength, coordination, achievement, aptitudes, intellect, and personality.
- Types of work samples to be utilized are determined. Work samples available at CAPC include Singer, Valpar, Microtower, JEVS, and MESA. (See sample Vocational Evalua-

tion Plan and Annotated List of Vocational Assessment Instruments in Appendix.)

Implementation of Vocational Evaluation Plan

The average length of time required to implement the Vocational Evaluation Plan is 6 to 10 days with the student attending 4 hours per day. This can be shorter depending on the time available, instruments used, etc. Originally, all evaluations were designed to last 10 days. However, Evaluators discovered that students tended to lose interest toward the end of this period and performance dropped dramatically. Therefore, they now try to streamline these students through the process with 6 days.

During the evaluation, students work with Evaluators and Technicians. Evaluators plan, monitor, and modify the evaluation. Technicians administer and score tests and work samples and record work behaviors. Both individual and group testing occur with caseloads varying according to the type of evaluation. since the staff is frequently able to work one-on-one with students, tasks can be modified according to individual needs. For example, if the reading level is too high for a particular student, a staff member can read to him/her, or tasks might be labeled with numbers or pictures as opposed to words. Also, tasks may be labeled with large print for visually handicapped, with sign language pictures for hearing impaired. sometimes tools and equipment are modified for orthopedically handicapped students. An ongoing review of the plan is conducted by the Evaluator and the student as evaluation results are obtained. If it is determined that a referral request cannot be answered, or it is questionable that it can be answered, the Evaluator contacts the referral source and reviews the referral question and obtained results. The plan then changes and is updated as results are obtained.

Exit Criteria

Vocational Evaluation services are terminated when the referral questions have been answered or when the referral source or Vocational Counselor requests termination of services due to medical reasons, behavior problems, excessive absences, etc. Upon completion of the evaluation, a staffing conference is scheduled with the student, Evaluator, referral source (usually the Vocational Counselor), parents, and other appropriate persons such as the Special education teacher, psychologist, speech and language specialist, etc. At this time, results of the evaluation are reviewed and agreement is reached on vocational goals. It is recommended that this meeting take place within 2 weeks of evaluation completion. Within 4 weeks of the staffing a comprehensive vocational evaluation report is written. The report includes the referral reason, background information, work interests and needs, dexterity and strength results, work sample results, work behavior, staffing discussions, summary, and specific recommendations. (See sample Vocational Evaluation report in Appendix).

Using Resources

Agencies

The following are suggested federal, state, and community resources which provide assistance to handicapped students requiring vocational evaluation:

Department of Vocational Rehabilitation -
This agency will pay for vocational evaluation. Refer to the Operations Manual for more information.

Developmental Disabilities Services -
They may pay for vocational evaluation for low-functioning students.

JTPA -
This agency is primarily designed to provide training but does some evaluation in the areas of interest and academics. Refer to the Operations Manual for more information.

Other School Districts -
May be able to use Vocational Evaluation services in other districts through Vocational Education - Handicapped funds.

Materials

Sources for printed material on Vocational Evaluation include:

Materials Development Center
Stout Vocational Rehabilitation
Institute
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

Materials Development Center is the national center for the accumulation, development, and distribution of information and materials on vocational evaluation and rehabilitation. They publish a catalog which lists materials available in the areas of vocational evaluation, work adjustment, and facility management and operations. Materials cataloged include work samples, vocational evaluation systems, printed, and audio-visual materials.

The Dictionary of Occupational Titles and Occupational Outlook Handbook are published by the United States government and can be obtained through the:

U.S. Government Bookstore
505 South Flower Street
C Level, Arco Plaza
Los Angeles, CA 90071

Existing Staff

In order to utilize existing staff to establish a Vocational Evaluation Program, it is necessary first to identify the staff person who will fulfill these responsibilities. Obtaining administrative support is important. The staff member assigned these responsibilities should be given sufficient training and time to be able to conduct useful evaluations. Once the person is identified and trained, he/she will need to:

-Identify the assessment needs, i.e., Why is the program in existence?
-Develop purposes and procedures;
-Explore resources in the community (employment, training, social service agencies);
-Market for referral sources, i.e., get people to send students for assessment.

What CAPC Has Done That Has Worked

Since its beginning in 1979, CAPC has developed policies, procedures, methods, and materials which have contributed to the success that it now is. The following things listed are those which have particularly contributed to the success of Vocational Evaluation.

1. Hired Vocational Evaluators who are trained at the Master's degree level. Although other personnel could perform this function with proper training, it is advantageous to have Evaluators with extensive education in counseling or rehabilitation. vocational Evaluators need to be skilled observers and be firm and critical in their evaluation because they take on the role of the employer in the evaluation situation. They also should have good report writing skills.

2. Developed vocational evaluation based on a variety of tools, tests, equipment, and community resources, resulting in a very comprehensive assessment. A pitfall to avoid is the use of one test, system, battery, computer printout, etc., as the exclusive answer to assessment.

3. Provided flexibility in scheduling. Therefore, if students cannot attend at certain times, the staff can work out a schedule to meet their needs.

4. Availability of staff knowledgeable in other areas of vocational education (preparation for work, job placement, independent living, etc.).

5. Staffing meetings conducted after completion of the evaluation. vocational Evaluation results are one source of input in a decision-making process. Someone needs to be responsible for the implementation of these decisions (the Vocational Counselor at CALP.)

   Staffings provide an opportunity for persons responsible for evaluation and implementation to get together with the student, parents, and others to share information and ideas, and determine vocational goals.

6. Provided staff with the opportunity to visit businesses in the community in order to become more familiar with the local job market and training sites.

7. Low student to staff ratio allows Evaluators and Technicians to work with small groups (4 to 1 is the average caseload), closely observing student behavior to get a true picture of performance.

8. Increased use of field trips and guest speakers (employers) to provide students with career exploration information that is specific to their local community.

Problems That CAPC Has Encountered

Evaluators have experienced some difficulty with maintaining student interest in the evaluation process. This is generally demonstrated through lack of effort, and problems with punctuality and attendance. A possible solution to this difficulty might be to get away from paper-pencil tasks, and away from a classroom-type of environment as much as possible. This might be accomplished by conducting more of the assessment in the community and by bringing in speakers. Some things to consider in setting up assessment in the community are staffing capabilities, transportation of students, person responsible for setting up the assessment, etc.

Evaluators also feel that increased use of computers in evaluation might improve interest since students enjoy working with computers and it gents them away from paper-pencil type tasks.

Another difficulty that Evaluators have encountered, is that students do not see themselves as "workers" and do not see the evaluation as a "mock-work" setting. Instead, vocational evaluation is seen as a continuation of school, they are students, and the Evaluators are teachers. Therefore, students do not realize that Evaluators are looking at their behavior as though it were the behavior they would exhibit on a job. This makes it difficult to determine if the student would actually behave this way in the actual job setting. A possible solution to this again might be to conduct more of the evaluation in the community. Also, it might be helpful to teach concepts of "worker personality" and increase student awareness of the differences between work and school. Since many students lack exposure to the work environment, they may need to observe and note differences between work and school in the areas of behavior, expectations, and consequences.

APPENDIX

(Forms and Reference Materials)

A. Position Description

B. Vocational Evaluation Plan

C. Annotated List of Vocational Assessment Instruments

D. Initial Interview Form

E. Adult Initial Interview Form

F. PACE Structured Interview Form

G. Vocational Evaluation Referral Form (School)

H. Vocational Evaluation Referral (Agency)

I. Admissions Criteria

J. Parent Consent for Services

K. Spanish Translation of the Parent Consent for Services

L. Description of Vocational Evaluation Services

M. Sample Vocational Evaluation Reports

N. Student Worker Evaluation

O. On-The-Job Evaluation Report

P. Published Resources

WHITTIER UNION HIGH SCHOOL DISTRICT
Whittier, California

POSITION DESCRIPTION

Date Prepared:	October 1, 1985
Position Title:	Vocational Evaluator
Department:	Education Services - Pupil Personnel Services
Program:	Career Assessment and Placement Center

Function:

Under the general direction of the Rehabilitation Services Administrator, provides systematic and comprehensive vocational evaluation services to determine the individual's vocational objectives, assets, limitations, work behavior, and overall vocational functioning. In consultation with other staff, State Department of Rehabilitation personnel, and other pertinent agencies and individuals, makes specific recommendations pertaining to the individual's vocational goals and training and/or services needed to reach the goals.

Reporting Relationships:

Reports To:	Rehabilitation Services Administrator
Supervises:	Vocational Evaluation Technicians (2)

RESPONSIBILITIES	AUTHORITIES	STANDARDS OF PERFORMANCE
1. To develop and maintain quality vocational evaluation services.	1.1 To develop vocational evaluation services, policies, and procedures.	1.11 The vocational evaluation services receive a 90% or better positive response in the annual performance evaluation survey conducted with school and referral agency personnel and service consumers.
	1.2 To request participation and attendance at workshops, conferences, etc., to keep current on vocational evaluation trends, practices, and research.	
	1.3 To request from Job Development/Placement Specialists, current labor market information.	
	1.4 To schedule intra-departmental meetings to discuss the quality of services.	
	1.5 To visit community job sites and conduct job analyses to remain up-to-date on local labor market trends.	
2. To provide vocational evaluation services for referred clients/students.	2.1 To review referrals and request additional information from the referral source as needed to provide high quality services.	2.11 All non-student referrals will be reviewed and accepted or rejected within 5 working days of receipt.
	2.2 To accept or reject referrals based on admission criteria and refer non-acceptable referrals to the appropriate service or agency.	2.12 All evaluees will have a written Individual Evaluation Plan developed on the first day of the evaluation.
	2.3 To develop, implement, and monitor the Individual Evaluation Plan of the evaluee.	
	2.4 To coordinate and delegate the administration, scoring, and interpretation of vocational evaluation tasks, tests, and work samples.	
	2.5 To develop situational assessment sites and request development of situational assessment sites by the Job Development/Placement Specialists.	

RES[illegible]NSIBILITIES	AUTH[illegible]TIES	STANDARDS OF PE[illegible]RMANCE
	2.6 To counsel clients on the development of a vocational goal and the steps needed to reach the goal. 2.7 To serve as program manager for non-student evaluees. 2.8 To transport or request transportation from Vocational Technician of evaluees to and from situational assessment sites.	
3. To document and disseminate vocational evaluation results.	3.1 To schedule a client staffing upon completion of the evaluation. 3.2 To delegate to Vocational Technicians the responsibility to record testing results, behavioral observations, and vocational evaluation data. 3.3 To send vocational evaluation reports to referral source, teacher, rehabilitation counselor, and other appropriate individuals.	3.11 All client staffings will be scheduled within 3 days of the completion of the evaluation. 3.12 All student staffings will be held as soon as possible after the completion of the evaluation. 3.13 All non-student staffings will be held within one week of the completion of the evaluation, unless postponed by the referral source. 3.14 Ninety percent of vocational evaluation reports on non-student evaluees will be completed and sent to the appropriate individuals within 2 weeks of the staffing date. 3.15 Ninety percent of vocational reports on student evaluees will be completed and sent to the appropriate individuals within 4 weeks of the staffing date, unless requested earlier by the referral source.

RESPONSIBILITIES	AUTHORITIES	STANDARDS OF PERFORMANCE
4. To manage the vocational evaluation unit and services.	4.1 To recommend the purchase of equipment and supplies.	4.11 By June 30 of each year, performance appraisals will be completed with the Vocational Evaluation Technicians, giving direction for closing the developmental gap.
	4.2 To assign and delegate duties and responsibilities to the Vocational Evaluation Technicians.	
	4.3 To maintain an inventory of equipment and supplies in the vocational evaluation unit.	4.12 A complete inventory of equipment and supplies in the vocational evaluation unit will be completed and submitted to the Rehabilitation Services Administrator by March 31, annually.
	4.4 To participate in the selection process for filling Vocational Evaluation Technician position openings.	
	4.5 To provide supervision to the Vocational Evaluation Technicians, including performance appraisals.	
5. To market the vocational evaluation services.	5.1 To interface with school personnel, parents, students, various public and private agencies and the community to communicate the objectives and services of the vocational evaluation unit.	5.11 A minimum of $7,000/year will have been generated from purchases of rehabilitation services.
	5.2 To develop and maintain effective working relationships with school personnel, State Department of Rehabilitation, and other public and private agencies.	5.12 Sufficient effort is made to promulgate the vocational evaluation services, as determined by the Rehabilitation Services Administrator.

WHITTIER UNION HIGH SCHOOL DISTRICT
Whittier, California

POSITION DESCRIPTION

Date Prepared:	October 1, 1985
Position Title:	Vocational Evaluation Technician
Department:	Educational Services - Pupil Personnel Services
Program:	Career Assessment and Placement Center

Function:

Under the general direction of the Career Assessment and Placement Center's Vocational Evaluators, assists in the execution of clients' Individual Evaluation Plan through the administration and scoring of work samples, psychological tests, and vocational evaluation tasks. Provides input to the Vocational Evaluators pertaining to the clients' work behavior, skills, and abilities. Assists in meeting the objectives of the Career Assessment and Placement Center as requested by the Rehabiltation Services Administrator or Transitional Project Specialist.

Reporting Relationships:

Reports To:	Vocational Evaluators (2)
Supervises:	No one

RESPONSIBILITIES	AUTHORITIES	STANDARDS OF PERFORMANCE
1. To assist the Vocational Evaluators in the execution of clients' Individual Evaluation Plans.	1.1 To administer and score work samples, psychological tests, and vocational evaluation tasks as indicated in the Individual Evaluation Plan.	1.11 All work samples, psychological tests, and vocational evaluation tasks will be administered and scored as indicated in the Individual Evaluation Plan.
	1.2 To make, document, and report behavioral observation of evaluees to the Vocational Evaluators.	1.12 Behavioral observations on all attending evaluees will be made, documented, and reported to the Vocational Evaluators daily.
	1.3 To transport evaluees to and from situational assessment sites, as directed by the Vocational Evaluators.	1.13 All requests for transportation of students will be met.
	1.4 To provide interpreter services, as requested by the Vocational Evaluators.	1.14 All requests for interpreter services will be met.
	1.5 To direct and supervise the evaluees when the Vocational Evaluators are not present.	
2. To assist the Vocational Evaluators in managing the vocational evaluation unit and services.	2.1 To maintain an ongoing inventory of equipment and supplies in the vocational evaluation unit.	2.11 All breakdowns in equipment and shortages or projected shortages of supplies will be reported in writing to the Vocational Evaluators immediately upon discovery.
	2.2 To assemble and maintain the vocational evaluation equipment.	2.12 Attendance records will be documented daily.
	2.3 To maintain filing and recordkeeping systems.	2.13 All requests for scheduling will be met.
	2.4 To schedule intake interviews, starting dates, and staffings as directed by the Vocational Evaluators.	2.14 All billings will be completed in conjunction with the completion of final evaluation reports.
	2.5 To obtain cost and ordering information on new equipment and supplies.	

RES[illegible]NSIBILITIES	AUTH[illegible]ITIES	STANDARDS OF PER[illegible]RMANCE
3. To assist, as requested, in meeting the objectives of the Career Assessment and Placement Center.	3.1 To carry out activities, as requested, by the Center's Vocational Evaluators, Rehabilitation Services Administrator, or Transitional Project Specialist.	3.11 All activities related to the fulfillment of the objectives of the Career Assessment and Placement Center will be done within the assigned time frames as requested by the Center's Vocational Evaluators, Rehabilitation Services Administrator, or Transitional Project Specialist.

CAREER ASSESSMENT
& PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121
Dan Hulbert, Rehabilitation Services Administrator

VOCATIONAL EVALUATION PLAN

NAME: ______________________ DATE: ____________

EVALUATION PERIOD: ________ THRU ________ STAFFING DATE: ________

EVALUATOR: ______________ REFERRING COUNSELOR: ______________

****

REFERRAL REQUEST: ______________________________________

____

EXPRESSED INTEREST: ______________________________________

____

DISABILITY AND LIMITATIONS: ______________________________________

____

****

ORIENTATION

- ________ Tour (restroom, break area, etc.)
- ________ Explanation of vocational evaluation
- ________ Work Rules
- ________ Safety Information
- ________ Photo
- ________ Time Card
- ________ Student Release Form
- ________ Referral Form
- ________ Initial Interview
- ________ Client of Department of Rehabilitation
- ________ Private Rehabilitation

A JOINT VENTURE OF
Whittier Area Cooperative Special Education Program and Whittier Union High School District
Accredited by the National Commission on Accreditation of Rehabilitation Facilities

Referral Questions to be Answered	Assessment Techniques	Administration Dates	Persons Involved

ASSESSMENT TOOLS

MICROTOWER - Group Vocational System

Microtower consists of a battery of 13 work samples covering various major vocational skill areas. The purpose of the battery is to measure aptitudes that are needed in many semi-skilled and un-skilled jobs. Five major aptitudes that are measured include motor skills, numerical skills, verbal skills, spatial skills, and clerical skills. The work samples must be purchased as a complete system and cost approximately $5,843.32. (1-80)

SINGER VOCATIONAL EVALUATION SYSTEM

This system is composed of a series of job samples that are individually complete, meaning that threre is not a prescribed sequence of administration, nor is it necessary to complete a specific number of job samples. Each sample measures skills and interests which are related to specific occupations, rather than worker traits, which can be related to a wide variety of occupations. The emphasis of the system is on manual occupations. $1,390.00 (11 - 79)

VALPAR COMPONENT WORK SAMPLE SERIES

A series of 18 work samples which measure those worker characteristics that have been found to be basic indicators of success within numerous job families. These worker characteristics are keyed to the worker traits arrangement in the Dictionary of Occupational Titles. Work samples can be purchased as a series or as individual units and range in price from $575.00 - $1,525.00. (12 - 80)

JEWISH EMPLOYMENT AND VOCATIONAL SERVICE - JEVS

The 28 JEVS work samples, performed in a simulated work setting, reflect the primary factors inherent in actual jobs. The battery of work samples are arranged in a hierarchy of increasing complexity and allow for evaluation of performance, interest and work behavior. Results are directly related to work trait groups in the Dictionary of Occupational Titles. The work samples must be purchased as a complete system and training is required as a condition of purchase. Total cost is approximately $6,845.00. (9 - 79)

MICROCOMPUTER EVALUATION & SCREENING ASSESSMENT - MESA

A computerized screening assessment which explores tool use, manual skills, perceptual skills, physical capacities, perceptual-motor skills, academics, problem solving, abilities and vocational interest and awareness. Also includes Access Profile which allows for comparison between individual performance and requirements of a given job, class, etc. Designed as a guide for additional and more comprehensive testing. Cost is $5,000.00 with 2 work stations. (3 - 85)

MINNESOTA SPATIAL RELATIONS TEST

This test measures both speed and accuracy in the discrimination of three dimensional shapes. Machinists, auto mechanics, welders, assemblers, etc. would need such skills. Cost - $242.00. (12 - 79)

CRAWFORD SMALL PARTS DEXTERITY TEST

This test measures fine eye/hand coordination of the sort involved in assembly and adjustment of such devices as watches, clocks, etc. Cost - $340.00 for 4. (11 - 79)

MINNESOTA RATE OF MANIPULATION

This test is designed to measure gross arm/hand manipulatory movements. Cost -$76.25. (11 - 79)

PURDUE PEGBOARD

Designed to measure both gross movements of arms, hands, and fingers, and tip of finger dexterity. Cost - $459.30 for 5. (12 - 79)

RAVEN STANDARD PROGRESSIVE MATRICES

Provides a non-verbal measure of intelligence through an individual's capacity for observation and clear thinking. No reading required. Cost - $71.10 for a set of 10. (3 - 80)

REVISED MINNESOTA PAPER FORM BOARD TEST

Measures those aspects of mechanical ability requiring the capacity to visualize and manipulate objects in space. No reading required. Cost - $16.90 for a set of 25. (11 - 79)

BENNETT MECHANICAL COMPREHENSION TEST

Measures "the ability to perceive and understand the relationship of physical forces and mechanical elements in practical situations." Requires approximately an 8th grade reading level, but can be administered orally with the use of an audio tape. Cost - $59.95. (11 - 79)

GORDON OCCUPATIONAL CHECKLIST

Measures interest from among 240 occupations which do not require post-high school academic training. The occupations are divided into the following six categories: business, outdoor, arts, technology/mechanical, technology/industrial, and service. Cost - $12.50 for a set of 35. (4 - 85)

WIDE RANGE INTEREST OPINION TEST

Measures interest in 18 job clusters including office work, personal service, mechanics, sales, social service, machine operation, etc. No reading required. Cost - $50.70. (11 - 79)

STRONG CAMPBELL INTEREST INVENTORY

Geared more to "white collar occupations." Provides 6 general theme scores, 23 basic interest scales, 124 occupational scales. Computer scored - 8th grade reading level.

CAREER ASSESSMENT INVENTORY

Same as Strong Campbell Interest Inventory but geared more to "blue collar occupations."

CAREER ASSESSMENT AND PLACEMENT CENTER

INITIAL INTERVIEW FORM

NAME:______________________ DOB:__________ SCHOOL/GRAD:________ GRADE:____

REFERRING COUNSELOR:______________________________

****

IS THERE ANY JOB YOU HAVE THOUGHT YOU WOULD LIKE TO DO OR WOULD BE GOOD AT?:__________

____

ANY JOB YOU DO REGULARLY AT HOME?:______________________________

HOBBIES, LEISURE TIME ACTIVITIES, SPORTS, CLUBS:______________________

ARE THERE ANY JOBS YOU ARE NOT INTERESTED IN?:______________________

SPECIAL TALENTS, SKILLS--SOMETHING ABOUT YOURSELF AN EMPLOYER WOULD LIKE?:__________

____

WHAT ARE SOME WAYS A PERSON CAN FIND A JOB?:______________________

____

WHAT ARE SOME THINGS AN EMPLOYER MIGHT LOOK FOR WHEN HIRING?:__________

____

NAME AS MANY JOBS AS YOU CAN?:______________________________

____

FAVORITE COURSES?:______________________________

COURSES YOU WOULD LIKE TO TAKE?:______________________________

ANY YOU DO NOT WANT TO TAKE?:______________________________

WORK HISTORY

1. EMPLOYER:______________________ JOB TITLE:__________

DUTIES:______________________________

LENGTH:______________ REASON FOR LEAVING:______________

D

Whittier Union High School District
Career Assessment and Placement Center

ADULT INITIAL INTERVIEW FORM

Name ____________________ Telephone No. ____________

Referring Counselor ____________________

****

Expressed Interests: ____________________

____

Disability and Limitations: ____________________

____

____

Hobbies: ____________________

____

Special Talents: ____________________

____

Work History:

1. Employed at ____________________ Job Title ____________
   Duties ____________________
   Length of Employment ____________ Salary ____________
2. Employed at ____________________ Job Title ____________
   Duties ____________________
   Length of Employment ____________ Salary ____________
3. Employed at ____________________ Job Title ____________
   Duties ____________________
   Length of Employment ____________ Salary ____________

Which of the jobs did you like the best? ____________________

What kind of working conditions do you want? ____________________

____

Where do you want to live and work? ____________________

How much additional job training would you consider? ____________

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Pre ______

Project PACE Structured Interview

Post ______

Name ____________________ Date ____________ Grade ________

Address ____________________ Phone ____________

We want to get to know the students in the PACE Program , better than we usually do in school, so that we can try to make school a more interesting and helpful place to you. To do this we want to ask some questions to find out more about you. The only "right" answers to these questions can come from you — no one else's answers will do. Just answer them as best as you can, even though you may not have ever given much thought to such questions. Let's start with what you are interested in and like to do.

1. What kind of things do you do in your spare time in the
   (a) afternoons after school? Where do you go or what do you usually do after school?

   (b) nights or evenings? After dark before going to bed.

   (c) weekends/holidays? Saturdays and Sundays, and when off from school.

   (d) summers? This past summer.

2. Who do you spend your free time with, usually?
   (a) no one _____
   (b) family _____
   (c) friend (only one) _____
   (d) group of friends (two or more) _____
      (a) same age _____
      (b) older than you _____
      (c) younger than you _____
      (d) both older and younger than you _____

3. How many hours a week do you have for free time?
   (a) 5-10 _____
   (b) 10-20 _____
   (c) 21-30 _____
   (d) over 30 _____

4. What was the happiest school year you ever had? What do you remember about that year that made you feel happy?

5. What is your favorite
   (a) kind of music?

   (b) radio station?

   (c) kind of things to read?

   (d) type of movie?

   (e) sport to watch?

   (f) sport to participate in?

6. Do you have money of your own to spend?
(a) Yes, from my own earnings _____
(b) Yes, from my allowance _____
(c) Yes, when I ask for it from my parents or grandparents _____
(d) No _____

7. Do you save any of your money?
(a) Yes _____
(b) No _____
If yes, what do you do with the money you save?

8. Do you have a part-time job now? Yes _____ No _____
If yes, where _____________________________________
How did you get it?
(a) on your own _____
(b) someone I know well helped me get it _____
(c) other _____________________

9. Name all the kinds of jobs you have ever done. Which jobs did you get paid for?

Jobs you have done	Reasons for taking job	Paid?

0. Which job did you like best? _____________________________

1. Why did you like it best? _____________________________

____

2. Which job did you like next best? _____________________________

3. Why? ____

4. Which job did you like least? _____________________________

5. Why? ____

6. What type of job or jobs would you like to have when you leave school? _____

____

7. What do you think your chances are for getting a good job?
(a) Very good _____
(b) Good _____
(c) Average _____
(d) Rather Poor _____
(e) Poor _____

18. Give as many reasons as you can think of to explain your answer. _____________

19. Do you live with your parents? Yes _____ No_____ If not, with whom? ___________

20. Who is in your family? (List by name and age.)

Name	Age	Name	Age

21. How well do you get along with your parents (guardians)?
   (a) We enjoy being together. ______
   (b) We occassionally have disagreements. ______
   (c) We have lots of disagreements. ______
   (d) I avoid them as much as possible. ______

22. What adult(s) do you trust enough to mention your problems or feelings to?
   (a) parents: father _____ mother _____ step-father _____ step-mother _____
   (b) guardians or foster parents _____
   (c) minister _____
   (d) school counselor _____
   (e) school teacher _____
   (f) grandparents _____
   (g) other ___________________________

23. In what situation do you usually find you are the happiest?
   (a) at home with my family _____
   (b) at home by myself _____
   (c) at school _____
   (d) working _____
   (e) when I am with my friends _____
   (f) going places (church, movies, carnivals, etc.) ______
   (g) other _______________________________________

24. Have you ever had a steady girl/boyfriend? Yes _____ No _____

25. If not, would you like to have one? Yes _____ No _____

26. What kind of jobs do you think you would find interesting? ____________________
____

27. What kinds of jobs do you think you would find interesting when you are 35 years old?____

28. List some things that you do really well (or used to do) ____________________
____

CAREER ASSESSMENT AND PLACEMENT CENTER
VOCATIONAL EVALUATION REFERRAL FORM (SCHOOL)

DATE:

VOCATIONAL COUNSELOR: SCHOOL COUNSELOR:

SPECIAL EDUCATION TEACHER: SCHOOL:

NAME: D.O.B. SOC. SEC. #:

ADDRESS: PHONE:

PARENT OR GUARDIAN:

IN CASE OF EMERGENCY (Contact Person):

ADDRESS: HOME PHONE: BUS. PHONE:

REASON FOR REFERRAL (Please be Specific):

DISABILITY:

MEDICAL INFORMATION:

General Physical Health:
Medical Limitations (Physical/Emotional):
Hospitalizations (Dates, Where, Reason):
Medications: Schedule:
Does This Person Have Seizures: How Often: What Kind:

ACADEMIC EDUCATION:

Grade: Credits: Program:
Specific Vocational Courses (e.g., welding, typing, etc.):
Reading Score: Date Given:
Math Score: Date Given:
WISC, WAIS Scores: Date Given:

WORK HISTORY (include volunteer, work training, work experience, etc.):

MISCELLANEOUS INFORMATION:

Is the student a client of Dept. of Rehab: Yes No Counselor:
Parent's primary language (other than English):
What type of transportation will client be using:
Additional information you feel is important:

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CAREER ASSESSMENT AND PLACEMENT CENTER
9401 South Painter Avenue
Whittier, CA 90605
(213) 698-8121, Extensions 312 & 313

VOCATIONAL EVALUATION REFERRAL FORM

DATE: ______________ REFERRAL SOURCE: ______________
AGENCY: ______________
ADDRESS: ______________
PHONE NUMBER: ______________

NAME: ______________ D.O.B. ________ SOC. SEC. #: ______________
ADDRESS: ______________ PHONE: ______________
PARENT OR GUARDIAN: ______________
ADDRESS: ______________ PHONE: ______________
IN CASE OF EMERGENCY (CONTACT PERSON) ______________
ADDRESS ______________ HOME PHONE ________ BUS. PHONE ________
PHYSICIAN ______________ CLINIC ______________ PHONE ________

REFERRAL REQUEST: ______________

DISABILITY: ______________

MEDICAL INFORMATION:

General Physical Health ______________
Medical Limitations (Physical/Emotional) ______________
Hospitalizations (Dates, Where, Reason) ______________
Medications ______________ Schedule ______________
Does This Person Have Seizures ______ How Often ________ What Kind ________

ACADEMIC EDUCATION:

Completed thru (Grade Level) ________ H.S. Graduate or G.E.D. Yes ______ No ______
Additional Specific Vocational Training ______________

WORK HISTORY: (Include Volunteer)

Employer ______________ Position ______________
Location ______________ From _____ to _____ Wages/Hr. $ ________
Duties ______________
Reason for Leaving ______________
Other Employment (Use Reverse Side if Necessary) ______________

****

MISCELLANEOUS INFORMATION:

Other vocational programs the client has been involved in (programs and dates): ______________

Other professionals involved with the client (Probation Counselor, Social Worker, etc.): ______________

Driver's License: ______________ What type of transportation will client be using: ______________

Additional information you feel is important: ______________

H 8/85

CAREER ASSESSMENT
& PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121
Dan Hulbert, Rehabilitation Services Administrator

ADMISSIONS CRITERIA FOR VOCATIONAL EVALUATION

The following are levels of vocational and social development which are considered necessary for an individual to obtain a valid and beneficial vocational evaluation. These are to be considered as general guidelines to follow in screening individuals for referral for an evaluation. In general, a potential vocational evaluee should be:

- Toilet trained;
- Able to dress and feed self;
- Non-destructive to self, others, and surrounding envirnoment;
- Able to tolerate the minimal pressures of a work situation, i.e., expectancies of an authority figure for "x" amount of productivity, accept criticism, physical stamina to work on a 4-hour job with the normal amount of break time;
- Able to attend to a task for a minimum of 10-20 minutes without excessive talking, looking around, day dreaming, and other task interrupting behavior;
- Able to understand and follow oral and/or demonstrated instruction on a 2-step task;
- Able to independently work on a learned repetitive task for 10-20 continuous minutes without supervisory follow-up;
- Able to independently use transportation from home school to central campus and back;
- Preferably 16 years of age or older.

4/84

I

A JOINT VENTURE OF
Whittier Area Cooperative Special Education Program and Whittier Union High School District
Accredited by the National Commission on Accreditation of Rehabilitation Facilities

WHITTIER UNION HIGH SCHOOL DISTRICT
CAREER ASSESSMENT AND PLACEMENT CENTER

Parent Consent for Services

Reason for Referral Your son/daughter has been referred to the Career Assessment and Placement Center to receive assistance in vocational planning. The Career Assessment and Placement Center is a group of counselors and other school personnel who make recommendations in an attempt to more adequately meet student's vocational needs. Your son/daughter has been referred for the following services in order to help plan an appropriate program:

____ Vocational/Work Evaluation
____ Vocational Counseling
____ Job Placement
____ Work Adjustment

Your son/daughter is scheduled to start the program at the Sierra Education Center, 9401 South Painter Avenue and will be attending from ________ to ________, beginning ____________.

I give my consent for my son/daughter to be assessed as outlined above. I understand that my son/daughter will not be assessed until this signed consent is returned and that the assessment will be completed within 1 semester of the district's receipt of this consent. It is also my understanding that when this assessment is completed I will be invited to a meeting to review the results and discuss program possibilities. I understand that no change in my son's/daughter's educational program will be made without my written consent.

My son/daughter has my permission to use his/her own vehicle for transportation to and from Central Campus: Yes ____ No ____. I understand that the Whittier Union High School District will otherwise provide transportation.

I also understand that as part of his/her involvement with the Career Assessment and Placement Center he/she may be transported off the Whittier Union High School District's property. I give my consent for this with the understanding I will be notified by phone of such action prior to each occurrence.

In case of an emergency please contact Dr. ______________________,

at (   ) ________________. If the Doctor cannot be reached, take my

child to ______________ Hospital for treatment. I realize that the Whittier Union High Schol District cannot assume responsibility for the payment of medical fees or expenses.

______________________ Student's Name

______________________ Parent/Guardian Signature

______________________ Date

LEGEND
White - Parent
Yellow - School
Pink - Central File

J

WHITTIER UNION HIGH SCHOOL DISTRICT
CAREER ASSESSMENT AND PLACEMENT CENTER

Consentimiento de Padres para Servicios

Razón para Referimiento: Su hijo/hija ha sido referido(a) al Centro para Evaluación de Carreras y Empleos para recibír ayuda en el planeamiento vocacional o profesional. El Centro para Evaluación de Carreras y Empleos es un grupo de consejeros y otro personal de la escuela que hacen recomendaciónes en un intento de satisfacer las necesidades profesionales del estudiánte más adecuadamente. Su hijo/hija ha sido referido(a) para los siguientes servicios con el fín de ayudar a planear un programa adecuado:

____ Evaluación Vocacional/Trabajo
____ Colocación en Empleo
____ Orientación Vocacional
____ Adaptación para el Trabajo

Se proyecta que su hijo/hija empiece el programa en el Centro de Educación Sierra, en 9401 South Painter Avenue, y assistirá de ________________ a ________________, empezando ________________.

Doy mi consentimiento para que mi hijo/hija sea evaluado(a) como indicado arriba. Entiendo que mi hijo/hija no será evaluado(a) hasta que éste consentimiento, firmado, sea devuelto, y que la evaluación será completada dentro del semestre en que el distrito reciba éste consentimiento. Entiendo también que cuando la evaluación sea terminada yo seré invitado(a) a una reunión para revisar los resultados y discutír posibilidades en el programa. Entiendo que no se hará ningún cambio en el programa educacional de mi hijo/hija sin mi consentimiento por escrito.

Mi hijo/hija tiene mi permiso para usar su propio vehículo para transportación de ida y vuelta a la Escuela Central: Sí _____ No _____. Entiendo que, de otra manera, el distríto Whittier Union High School District proveerá transportación.

Entiendo también que, como parte de su participación con el Centro para Evaluación de Carreras y Empleos, él/ella puede ser transportado(a) fuera de la propiedad del distrito Whittier Union High School District. Doy mi consentimiento para eso con el entendimiento de que seré notificado(a) por teléfono de tal acción antes de cada caso.

En caso de emergencia, hagan el favor de comunicarse con el Dr. ______________________, tel. ( ) ______________. Si no pueden comunicarse con el doctor, lleven a mi hijo/hija al Hospital ____________________ para tratamiento. Comprendo que el distrito Whittier Union High School District no puede asumír responsabilidad de pagos o gastos medicos.

______________________________ ______________________________
Nombre de Estudiánte — Firma de Padre/Guardián

____
Fecha

Leyenda
Blanca - Padres
Amarillo - Escuela
Rosa - Registro Central

K

9/83

CAREER ASSESSMENT
& PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121
Dan Hulbert, Rehabilitation Services Administrator

VOCATIONAL EVALUATION SERVICES

1. Contact Person: Vocational Evaluator, telephone number (213) 698-8121, Extension 312 or 313.

2. Purpose of Service: Vocational Evaluation is a systematic approach to assist the disabled individual in determining realistic and feasible vocational objectives. The person's assets, limitations, and work behaviors are assessed.

3. Target Population: Disabled individuals, sixteen years of age or older, with a vocational handicap, with the emphasis on serving the severely disabled.

4. Admission Criteria: The following are levels of vocational and social development which are considered necessary for an individual to obtain a valid and beneficial vocational evaluation. These are to be considered as general guidelines to follow in screening individuals for referral for an evaluation. In general, a potential vocational evaluee should:

   a. Have minimal self-care skills;

   b. Be nondestructive to self, others, and surrounding environment;

   c. Be able to tolerate the minimal pressures of a work situation, i.e., expectancies of an authority figure for x amount of productivity, accept criticism, physical stamina to work on a four-hour job with the normal amount of break time;

   d. Be able to attend to a task for a minimum of thirty minutes without excessive talking, looking around, daydreaming, and other task interrupting behavior;

   e. Once a repetitive task is learned, able to independently work on the task for thirty continuous minutes without supervisory follow-up;

   f. Have available, and able to independently use, transportation from home to the Vocational Evaluation site and back;

   g. Be able to understand and follow oral and/or demonstrated instruction on a two-step task.

5. Referral Process: The referral source should complete a Vocational Evaluation Referral Form and send it to the Career Assessment and Placement Center, along with copies of the following:

   a. General medical exam;

   b. Psychological assessment reports, if available;

c. Medical specialist reports, if available;

d. Social history, if available;

e. School and/or vocational training records, if available.

6. Intake Process: At the time the referral source contacts the Evaluation Unit, a starting date is established. It is necessary that the Referral Information and Authorization for Services be received by the Evaluation Unit prior to the starting date. The intake interview occurs on the first day of the evaluation. An individual evaluation plan is developed at that time.

7. Average Length of Program: Ten days, based on a six-hour day attendance.

8. Methods Used: The Vocational Evaluation consists of work sample assessment, psychological testing, and situational assessment in either a vocational training program or a community job site. The work sample systems used include: Singer, JEVS, Valpar, Microtower and MESA.

9. Progress Measurements and Reporting Procedure: Upon completion of the evaluation, a staffing is held with the client, the Evaluator, the referral source, and other appropriate individuals. The staffing is held within one week of the completion date. A comprehensive vocational evaluation report is written with the following information included: referral reason, background information, work interests and needs, dexterity and strength results, work sample results; work behavior, staffing discussions and summary, and specific recommendations. This report is completed within two weeks of the completion of the staffing and sent to the referral source.

10. Cost: The cost of providing vocational evaluation services is $25/client/day.

CAREER ASSESSMENT
& PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121

Dan Hulbert, Rehabilitation Services Administrator

VOCATIONAL EVALUATION REPORT

Client: Date: October 24, 1985

Date of Birth: 10/18/67

Vocational Counselor: Jean Nathanson

Special Education Teacher: Carolyn Jontz

Vocational Evaluator: Brian McElmeel

Dates in Evaluation: September 16 thru September 20, 1985

Interview and Background Information: , a twelfth grade student in the OH Program at El Rancho High School, was referred to evaluation for an assessment of her vocational interests, aptitudes, abilities, and to develop an appropriate vocational goal for the client.

During the initial interview, expressed an interest in clerical/office work and added that she would prefer a job that would allow her to type and perform paperwork types of duties such as stapling, collating, photocopying, and so forth. had a tendency to talk around questions that were posed by this Evaluator, making it somewhat difficult to elicit information during the initial interview. stated that she has never held a job before, but was presently enrolled in typing and sewing and estimated her typing speed to be approximately five to ten words per minute. further indicated that typing and English were her favorite subjects and stated that she has enjoyed all of her classes in high school thus far. When asked what kind of working conditions she would prefer on a job, could only reiterate her interest in performing clerical duties in an office type setting.

Work Interests and Needs: On the Becker Reading Free Vocational Interest Inventory, high interest was reported in the following job clusters: materials handling, horticulture, and clerical work. Low interest was shown in patient care, laundry service, and food service. selected the following jobs as areas of interest on the Gordon Occupational Checklist and rated them in order of importance as follows: clerk typist, file clerk, adding machine operator, and library aide. was also assigned to the Career Center, located at the Sierra Education Center, for additional vocational exploration purposes and indicated an interest in the following occupations: clerk typist, copywriter, bank teller, bookkeeper, telephone operator, travel agent, cashier, and police officer.

Psychometric Test Results: The Street Survival Skills Questionnaire is designed to assess an individual's functional knowledge of independent living skills necessary for community employment. obtained her highest scores on the basic concepts (color and directionality, functional signs, public services, time (clock, digital, and calendar), and money (identification, equivalents, and transactions) sub-tests. appeared to have the most difficulty on the tools, domestic management, health, first aid and safety, and measurements (temperature, liquid volume, and linear) sub-tests. The overall results of the questionnaire indicate that is functioning in the borderline range when compared with people her own age in terms of her functional knowledge of adaptive behaviors necessary for independent living within the community. The Raven Standard Progressive Matrices consists of sixty abstract designs, from each of which a part has been removed. had to choose a figure, from six or eight alternatives, which completes the missing insert. When compared with her respective age group, earned a score below the 5%ile, indicating significantly below average abstract reasoning and thinking abilities (as measured by this instrument). It should be pointed out, however, that was observed working rather hurriedly on this test, completing it in only sixteen minutes (the Raven Standard Progressive Matrices normally takes between thirty and forty-five minutes for completion).

Dexterity Test Results: Compared to general industrial applicants, obtained the following scores on the Purdue Pegboard Dexterity Test: right hand (dominant) - below 1%ile, left hand - 5%ile, both hands - 1%ile, and assembly - 1%ile. Although left hand appeared to be noticeably faster than her right hand when grasping and placing the pins, her scores indicate that she possesses significantly below average fine finger dextrous skills.

Work Sample Results: Although it took a considerable amount of time to complete the task, she did not make any errors on the numerical sorting work sample, which had her sort numbered and lettered plastic chips into predetermined slots according to the correct sequence. Additionally, made two errors (she placed two turquoise chips in with the blue chips) on the multi-level sorting work sample, which had her sort plastic chips into predetermined slots according to a color/letter/number sequence. The numerical sorting and multi-level sorting work samples are related to jobs of a routine inspecting, classifying, and stock checking nature. The filing by numbers work sample required to file three hundred and thirteen three-by-five cards in numerical sequence. Although was able to group cards into stacks of one hundreds, two hundreds, three hundreds, and so forth, she was unable to file cards numbered one through ninety-nine in numerical order. As an example, had filed cards in the following manner: one, seven, four, twenty-nine, seventeen, thirty-four, etc. After working on this task for approximately twenty minutes, the filing by numbers work sample was discontinued as informed this Evaluator that she had difficulty in counting past one hundred by ones. The filing by letters work sample involved filing three hundred and thirteen three-by-five cards in alphabetical order. After a brief demonstration, was able to group the cards into stacks of A's, B's, C's, and so forth. However, when two names started with the same letter had difficulty in remembering that the second letter in the names was used to determine which card was filed first and even more difficulty in learning to use the third letter in the name of a person or a business when the first and second letters in both names were the same. This difficulty in learning to file cards alphabetically occurred even though approximately one and one-half hours of one to one instruction was provided. The adding machine work sample required to total thirteen columns of numbers using a standard ten key adding machine. Each column included nineteen to twenty numbers, and each number included four to six digits. correctly totaled just four of the thirteen columns, appeared to have difficulty in learning the position of the keys and in operating the machine, as numbers were frequently omitted or entered twice, however, she was able to remember the procedure used in correcting errors as the printout showed that one correction was performed satisfactorily. It should be pointed out that the correction procedure was reexplained several times to .

After practicing typing for approximately forty minutes, was administered three five-minute typing assessments and obtained the following results: four words per minute, four words per minute, and ten words per minute, respectively. Additionally, correctly computed change amounts for seven of ten transactions on the making change work sample, although it should be noted that used paper and pencil to calculate the transactions that she was unable to do in her head, using the addition and subtraction method.

Behavioral Observations: was cooperative in attempting all assigned tasks and put forth effort to do a good job even though she experienced difficulty with several of the work samples attempted. seemed to learn best through a combination of verbal and demonstration instructions and instructions usually needed to be repeated several times to ensure that adequately understood what she was expected to do. When worked on a task that she did not adequately understand, she needed to be reminded to ask for assistance from the Evaluator or Evaluation Technician. As the evaluation progessed, frequently asked for assistance when a problem arose. Additionally, seems to learn best when a larger task can be broken down into a series of smaller, more readily identifiable sub-tasks. Additionally, seemed to possess fairly good retention skills, as reinstruction was rarely necessary once she indicated that she understood a task. attended evaluation regularly on all days scheduled and good punctuality was noted. Daily attire and personal hygiene were appropriate at all times.

Staffing Results and Recommendations: A staffing was held on October 11, 1985 at El Rancho High School. Those in attendance included: ; Jean Nathanson, Vocational Counselor; Carolyn Jontz, Special Education Teacher; Bob Turner, Adapted P.E. Instructor; Bob Gilliland, School Psychologist; Debbie Noble, Speech Therapist; and Brian McElmeel, Vocational Evaluator. In summarizing the evaluation results, the Evaluator informed those in attendance that strongest interests appeared to be in clerical/office work, and that she has shown improvement in her filing, use of an adding machine, and typing ability since her last evaluation in May, 1983. However, continued improvement in the above noted areas seems indicated before employment in an office-type setting would be a feasible consideration. The recommendation was made that explore her vocational strengths through the use of on-campus work sites. El Rancho High School's library was discussed as one possible work training site. Debbie Noble recommended that be provided with the opportunity to reshelve books and indicated that the strategies involved in performing this task could be generalized to other sorts of tasks. Carolyn Jontz reported that would additionally be given practice in locating books and would receive instruction in the use of the card catalog and index cards. The recommendation was also made that be referred to Work Adjustment (Carol Marsh) where a task analysis would be performed, outlining learning strategies that are required to locate and reshelve books from the beginning of the task to completion. By utilizing a task analysis approach, and by continued repetition of each of the smaller steps necessary to perform the larger task of reshelving books, it was felt that memory sequencing and discrimination ability would thereby improve, as Bob Gilliland indicated that seems to have difficulty in conceptualizing a problem and task analysis and repetition seems indicated. The recommendation was also made that needs to improve her change making ability in order to become more proficient in this area, and instruction in dictionary usage would also be provided, in order to improve vocabulary. Continued practice in the use of an adding machine and typewriter seem further indicated.

Brian McElmeel

Brian McElmeel, M.S.
Vocational Evaluator

BM/nh

CAREER ASSESSMENT
& PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121

Dan Hulbert, Rehabilitation Services Administrator

VOCATIONAL EVALUATION REPORT

Client:

Date: November 5, 1985

Date of Birth: 9/13/68

Special Education Teacher: Harriett Perez

Vocational Counselor: Robbie Low

Vocational Evaluator: Bob Ware

Dates in Evaluation: September 10 thru October 18, 1985

Interview and Background Information: As a member of the Preparation for Work class, participated in a six-week vocational evaluation for an assessment of his interests, aptitudes, and skills. is an eleventh grade student in the Resource Specialist Program at Pioneer High School, though he only has obtained fifty-eight credits. Medical information indicated that is in good physical health.

During the initial interview, indicated an interest in cooking, drafting, auto body repair, and said that he likes doing mechanical things. Aside from working with members of his family, said he has had no work experience. indicated that in his spare time he enjoys cooking, likes working with his hands, and said his favorite class in school is math. did not express a preference for any particular type of working conditions saying he was mainly concerned that he liked what he was doing. said he would consider from one to two years of job training/education, if it were necessary in order to obtain employment.

Work Interests and Needs: On the Wide Range Interest and Opinion Test, clusters in which indicated the highest interests included: personal service, sales, and protective service; while low interest was shown in sedentariness, science, and outdoor work. On the Becker Reading Free Vocational Interest Inventory, highest interests were in: materials handling, personal service, food service, and patient care; while low interest was shown in horticulture, housekeeping, and animal care. was also assigned to the Sierra Education Center's Career Center for additional career exploration and indicated an interest in the following occupations: sheet metal worker, carpenter, painter, auto body repairman, forklift operator, baker, cook/chef, cake decorator, darkroom technician, photograhper, and artist.

Psychometric Test Results: The following grade level equivalents were obtained on the Peabody Individual Achievement Test: mathematics - 6.4, reading recognition - 1.8, reading comprehension - 3.5, spelling - 2.8, general information - 5.6, and total test - 3.8. The Raven Standard Progressive Matrices provides a measure of intelligence through an individual's capacity for observation and clear thinking. Compared to people in his own age group, obtained a score at the 50%ile, which would seem to indicate that he is functioning within the normal range of intelligence. The Revised Minnesota Paper Form

Board Test measures those aspects of mechanical ability requiring the capacity to visualize and manipulate objects in space. The test consists of sixty-four problems, each containing two or more abstract shapes that are apart, and requires the student to determine how those shapes would look when put together. Compared to applicants for work at an electrical appliance manufacturer, obtained a score at the 90%ile, which would seem to indicate that he possesses very strong spatial visualization skills.

Work Sample Results: demonstrated strong size and eye/hand/foot coordination skills and accurately measured to one-sixteenth inch increments. The simulated assembly work sample required to assemble as many three-piece units as was possible on a rotating wheel. This task is related to rote-type assembly line/production occupations. maintained a very fast work pace throughout the twenty minutes, as he completed three hundred and sixty-three assemblies while the average completion number ranges from two hundred and seventy-eight to three hundred and twenty assemblies. demonstrated entry-level blueprint reading skills in correctly answering twenty-two of twenty-four questions pertaining to three different drawings on the blueprint reading work sample.

was administered three tasks designed to assess his size discrimination and form and spatial perception skills in assembling objects once they had been taken apart. The ladder assembly work sample required him to disassemble a three-rung stepladder and to then reassemble it from memory; the pipe assembly work sample involved the assembly of a series of pipe, elbows, unions, and t-joints according to diameter; and the lock assembly work sample had disassemble a lock containing approximately fifteen pieces and to then reassemble it from memory. was able to complete the first two work samples on his own without any errors in an above average time frame. completed the lock assembly task in only twenty minutes, while normal completion time ranges from thirty-six to fifty-four minutes. The only error he made on the task was in incorrectly placing a spring. The results of the above three work samples would seem to indicate that possesses strong size discrimination and form and spatial perception skills. The metal square fabrication work sample required to measure, cut, bend, and solder together four pieces of metal to form a block. All of measurements and cuts were accurately done as the four pieces of metal fit squarely together. The only error he made was in applying too much solder to one of the sides. The electrical circuitry and print reading work sample required to test electrical contacts for continuity and to follow a simple diagram and schematic for wiring contacts to form continuity. did not make any errors in wiring the contacts, as he seemed able to follow the diagram and schematic without any difficulty. He made four errors in testing the contacts for continuity as he failed to test four of the contacts that were noted on his answer sheet. The record checking work sample required to compare a store inventory work sheet with a master inventory sheet and to identify and correct any discrepancies between the two. obtained a speed score at the 80%ile compared to general agency norms and correctly totaled twenty-four out of a possible twenty-four accuracy points, demonstrating the ability to pay close attention to detail in written material.

In view of interest in drafting, he was administered the drafting work sample which contained sections on measuring, line perception, use of a ruler, t-square, and triangle, use of a compass and circle template, blueprint reading, and orthographic projection (drawing top, front, and side views of three objects including all extension and dimension lines). did not make any errors in the sections requiring the use of a ruler, t-square, triangle, compass, and circle template. However, on the other sections of the work sample time scores fell significantly below average while he made numerous errors. After completing the task, said that he was no longer interested in becoming a draftsman.

The woodworking work sample required to use common woodworking tools and equipment such as a measuring rule, hammer, saw, screwdriver, router, electric drill, sandpaper, wood stain, etc., for the construction of a small shelf. All measurements and cuts were within the allowable tolerances and he used the power tools in a safe and efficient manner. One of the dadoes had a slight curve in it because was not holding the router straight, but the other three dadoes were accurately cut out. was able to position, fit, and assemble the shelving within the specified tolerances and did a neat job in applying the wood stain. The sheet metal work sample required to do the layout for the construction of a toolbox. Steps in this task included: laying out two pieces of sheet metal and scribing lines for cutting and bending (one thirty-second inch tolerance); cutting the two pieces of sheet metal to a tolerance of one-sixteenth inch; punching holes for the placement of hinges, handles, and rivets; bending the sheet metal to form the base, top, and handle of the toolbox using a finger break; and pop riveting to assemble a hinge and handle to the box. Though had previously demonstrated measuring skills which were accurate to one-sixteenth inch, he seemed somewhat uncertain about his reference points on this task and required assistance from staff members in order to ensure his measurements were accurately done. He independently cut the pieces of sheet metal to size, smoothed burred surfaces using a file, bent the metal with a manually operated finger break, and shaped the metal using a hammer. was also able to rivet all parts without any assistance. The completed box top and base fit squarely together, as did a good job of working within the strict tolerances defined on the task.

In view of interest in working as a cook/chef, he was assigned the cooking and baking work sample which required him to follow a taped recipe for baking brownies. The only error made on the task was in adding a tablespoon rather than a teaspoon of vanilla. He was able to follow the remainder of the taped instructions on his own without any mistakes and did a very thorough clean-up job.

was administered two work samples designed to assess his ability in paying close attention to detail while following through on multi-step tasks. The independent problem solving work sample required him to follow a five-step process for comparing fifty sets of abstract designs and noting any differences between the sets. The tri-level measurement work sample had follow a nine-step process for inspecting machined parts according to specified standards. did not make any errors on the practice sections of either work sample, though on the timed portions of both work samples he made numerous errors causing his work quality to fall below average. time scores on each of the work samples was well above average, as he appeared to rush through each task without paying much attention to his work quality which was probably the main reason for the errors being made.

Work-Related Behaviors: was cooperative in attempting all assigned tasks, displayed good attending skills, and was persistent in completing his work. He seemed to learn best through a combination of verbal and demonstration instructions and was able to retain instructions from day to day. seemed to be accepting of supervision and any constructive criticism that was offered. He readily interacted with staff members and did not hesitate to ask questions if he did not understand something. There were no attendance or punctuality problems noted. In general, presented himself as a personable individual who seemed to put a good effort into his work.

At times, displayed the tendency to hurry through his work which resulted in errors being made, as was seen on the independent problem solving and tri-level measurement work samples.

Staffing Results and Recommendations: A staffing was held on October 21, 1985 at the Career Assessment and Placement Center. Those in attendance included: ; his uncle; Robbie Low, Vocational Counselor; Kelly Worthington, Counselor Intern; and Bob Ware, Vocational Evaluator. The evaluation results were reviewed at that time. The Evaluator noted that strongest interests seemed to be in food service, auto body repair, woodworking, and materials handling/warehousing. Intellectual functioning seemed to be within the average range. MESA (Micro-Computer Evaluation Screening Assessment) testing indicated strengths in the following areas: size, shape, and color discrimination, eye/hand/foot coordination, problem solving, visual memory, and reasoning ability.

Mr. Low noted that was going to be transferred from the Resource Program to the Special Day Class Program at Pioneer High School and that he was approximately 50% short on credits. In view of the shortage of credits, it was suggested that be enrolled in ROP classes relating to his interests such as food services, auto body repair, and warehousing, should the warehousing class be reinstituted. In view of interest in woodworking, it was suggested that he be enrolled in a wood shop class at Pioneer next year. Mr. Low also suggested that in view of shortage of credits, he attend summer school during the summer of 1986. The final recommendation was to make a client of the Department of Rehabilitation services so that he could take advantage of any support services that the department might be able to offer.

Bob Ware

Bob Ware, M.S.
Vocational Evaluator

BW/nh

WHITTIER UNION HIGH SCHOOL DISTRICT
Career Assessment and Placement Center

Worker Evaluation

LEGEND
White - Rehabilitation
Green - Central File
Canary - Trainee
Pink - Teacher
Goldenrod - Supervisor

Trainee's Name:

Work Site:

Address:

City:

Phone No.

Position:

Site Supervisor:

Pay Period Begins:

Ends:

Evaluations should be made on a realistic basis. Stipend pay rates are calculated based on percentages earned in each assessment category.

												Hours		
ASSESSMENT CATEGORIES	100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	Date	In	Out	Total
PUNCTUALITY-regularly on time														
ATTENDANCE-dependable; notifies in advance if absent														
ATTITUDE-positive toward work, co-workers, supervisors														
FOLLOWS INSTRUCTIONS-oral and written														
APPEARANCE-appropriately dressed														
RETAINS INSTRUCTIONS-remembers tasks from day to day														
WORKS INDEPENDENTLY-does not need continuing supervision; does not waste time														
INITIATIVE-self starter; works ahead without further direction														
QUALITY OF WORK-accurate and well done														
SPEED AND PRODUCTIVITY-is equivalent to a full-time employee														
													Total Hours	

Please comment on Trainee's progress:

Z

Supervisor's Signature:

Trainee's Signature:

305

Please have worker evaluations completed and signed for payroll processing by:
Date

306

7/83

ON THE JOB EVALUATION REPORT

Client Name ______________________________

Program ______________________________

Rating Period, from ____________ to ____________

Supervisor ______________________________

Rating Scale

S = Strength
A = Acceptable
CN = Change needed
E = Enough to baffle a Philadelphia lawyer

INTERPERSONAL RELATIONSHIPS
A. SUPERVISORY RELATIONSHIPS

	S	A	CN	E	
1					Profits from instruction ______________________________
2					Handles criticism appropriately ______________________________
3					Handles praise appropriately ______________________________
4					Clear communication with supervisor ______________________________
5					Asks appropriate question ______________________________
6					Respects role of supervisor ______________________________

B. CO-WORKER RELATIONSHIPS

	S	A	CN	E	
1					Works effectively in groups ______________________________
2					Works effectively alone ______________________________

	S	A	CN	E	
3					Gets along with others ______________________

WORK BEHAVIORS AND ATTITUDES

A. DEPENDABILITY

	S	A	CN	E	
1					Uses good judgment and follows through on decisions ____________
2					Industriousness ______________________
3					Punctuality ______________________
4					Attendance ______________________
5					Conformity to shop rules and safety practices ____________
6					Consistency of work effort ______________________

B. PHYSICAL CHARACTERISTICS

	S	A	CN	E	
1					Stamina ______________________
2					Vitality of work energy ______________________

C. ACCEPTANCE OF WORK ROLE

	S	A	CN	E	
1					Reaction to pressure - frustration tolerance ____________
2					Concentration - distractability ______________________
3					Flexibility ______________________
4					Realistic self appraisal of functioning level ____________

TASK PERFORMANCE

	S	A	CN	E	
1					Quality of work
2					Productivity
3					Ability to organize work
4					Use of tools, equipment
5					Housekeeping of area
6					Training potential

SELF PRESENTATION

	S	A	CN	E	
1					Dress
2					Grooming
3					Hygiene
4					Confidence
5					Personal complaints
6					Attitude

GENERAL

1. Irritating habits ____

____

2. Odd and inappropriate behavior ____

____

3. Have you noticed any physical limitations, i.e. visual, hearing, etc. ______

____

4. Circle the letter preceding the statement which describes the client's response to supervision

   a. Client is helpful, pitches in and works well under all forms of supervision.

   b. Client works best under permissive, supportive supervision.

   c. Client is usually helpful and requires minimal supervision.

   d. Client resists all supervision.

   e. Other

5. What in your opinion is preventing this person from being employed in the community?

6. Has the client expressed interest in competitive employment.

PUBLICATIONS

1. SHORT TERM VOCATIONAL EVALUATION - Karl F. Botterbusch Ph.D.

Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisc. - Stout
Menomonie, Wisc. 54751

2. VOCATIONAL EVALUATION & ASSESSMENT IN SCHOOL SETTINGS

Research and Training Center
Stout Vocational Rehabilitation Institute
University of Wisc. - Stout
Menomonie, Wisc. 54751

3. INDIVIDUALIZED CLIENT PLANNING FOR WORK ADJUSTMENT SERVICES

Materials Development Center
Stout Rehabilitation Institute
University of Wisc. - Stout
Menomonie, Wisc. 54751

4. THE USE OF PSYCHOLOGICAL TESTS WITH INDIVIDUALS WHO ARE SEVERELY DISABLED

Materials Development Center
Stout Rehabilitation Institute
University of Wisc. - Stout
Menomonie, Wisc. 54751

5. VOCATIONAL EVALUATION WITH ADOLESCENTS: DESCRIPTION & EVALUATION OF A PROGRAM WITH RELUCTANT LEARNERS

Research and Training Center
Stout Vocational Rehabilitation Institute
University of Wisc. - Stout
Menomonie, Wisc. 54751

6. LEARNING ASSESSMENT IN VOCATIONAL EVALUATION

Materials Development Center
Stout Rehabilitation Institute
University of Wisc. - Stout
Menomonie, Wisc. 54751

P

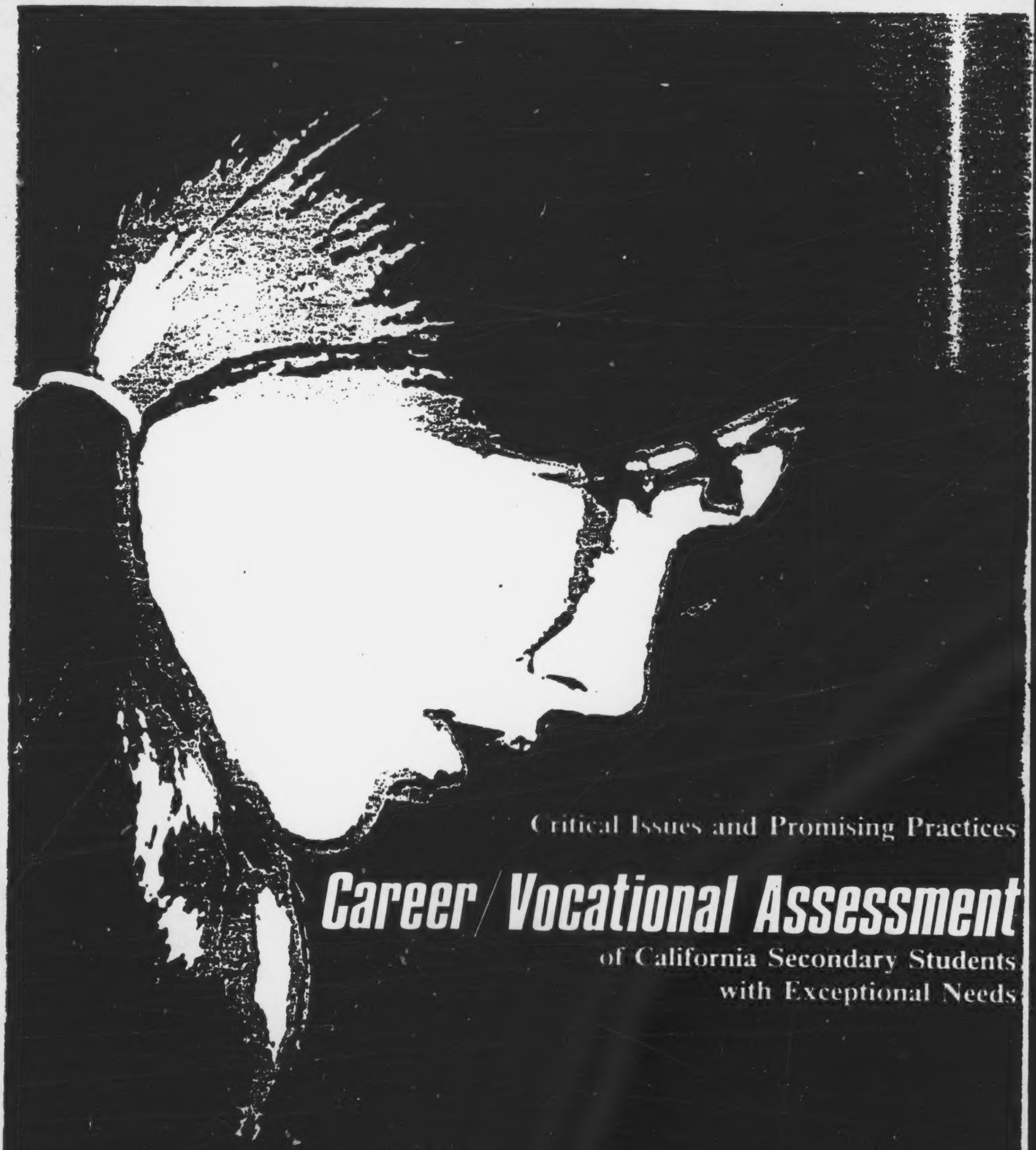
PUBLICATIONS - cont'

7. PERFORMANCE-BASED TRAINING - IDENTIFYING PSYCHOLOGICAL TESTS FOR EVALUATING VOCATIONAL POTENTIAL

Distributed by E & E Enterprises
P.O. Drawer 2399
445 Opelika Road
Auburn, Alabama 36830

8. UNITED STATES EMPLOYMENT SERVICE (USES) TESTS

Ordered through the nearest State Employment Security Agency. Various tests cover achievement, aptitudes, interests, etc.



Critical Issues and Promising Practices

Career/Vocational Assessment

of California Secondary Students
with Exceptional Needs

CALIFORNIA STATE DEPARTMENT OF EDUCATION • Bill Honig, Superintendent of Public Instruction • Sacramento, 1983

Whittier Union High School District
9401 South Painter Avenue
Whittier, California 90605
(213) 698-8121

CAREER ASSESSMENT AND PLACEMENT CENTER

JOB DEVELOPMENT AND PLACEMENT

DISSEMINATION MANUAL

PREPARATION OF THIS MANUAL

WAS SUPPORTED BY

OSERS GRANT NO. G008430105

MARCH, 1988

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JOB DEVELOPMENT AND PLACEMENT

What Is The Career Assessment And Placement Center (CAPC)?

The Career Assessment and Placement Center (CAPC) is a joint effort of the Whittier Area Cooperative Special Education Program, and the Whittier Union High School District. Started in December, 1979, the Center provides vocational and independent living services to individuals who have been diagnosed as having a physical, mental, or emotional disability, who have minimal self-care skills, and who are junior high school age or older.

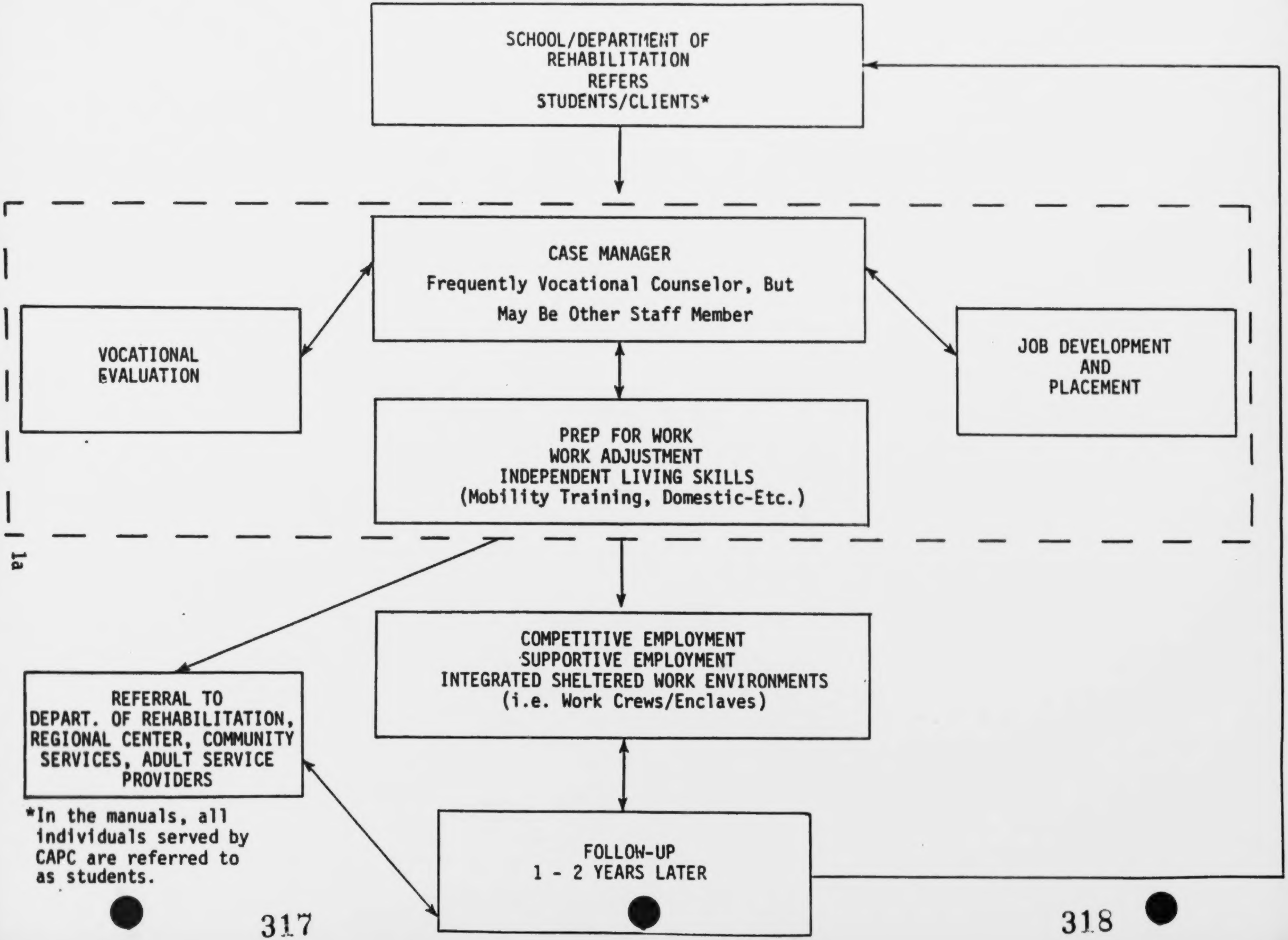
Housed on one site, CAPC provides a comprehensive transition program which includes the following services: Vocational Counseling; Vocational Evaluation; Work Adjustment; Independent Living Skills; Preparation for Work; Job Development/Placement; and Career Education. Recognizing that such a comprehensive program is ideal but not always possible, CAPC stresses that it is not necessary to provide all the services listed above in order to begin a school-to-adult life transition program. Any of these services could function independently or in conjunction with one or two other services and could be provided by the same service provider (i.e. teacher), or in cooperation and coordination with other service providers (i.e. teacher, counselor, psychologist). Likewise, any of the CAPC manuals can be used independently or in combination with others.

This manual deals with Job Development and Placement, the component of CAPC which is responsible for establishing community sites for career exploration, situational assessment, job training, and job placement and follow-up. The manual can be used independently to provide guidance in establishing a Job Development and Placement program in a school district, or it can be used in conjunction with one or two others to develop a more comprehensive program. Refer to the flow chart on the following page to see how Job Development and Placement fits into the total CAPC model.

Why Is It Needed

Since the goal of the Career Assessment and Placement Center is to train students to obtain competitive employment, students must be provided with skills necessary to seek and keep "real jobs" in their own community. Many disabled students lack "real Job" experience or even exposure to the world of work. Also, some students who are disabled are not able to transfer skills learned in a classroom into another setting. Therefore, it is essential that students obtain an education which allows them to be evaluated, trained, placed, monitored, etc., in an actual job setting in their own community. This will insure their greatest chance of success

CAPC TRANSITION MODEL


SCHOOL/DEPARTMENT OF REHABILITATION REFERS STUDENTS/CLIENTS*
CASE MANAGER
Frequently Vocational Counselor, But May Be Other Staff Member
VOCATIONAL EVALUATION
JOB DEVELOPMENT AND PLACEMENT
PREP FOR WORK
WORK ADJUSTMENT
INDEPENDENT LIVING SKILLS
(Mobility Training, Domestic-Etc.)
COMPETITIVE EMPLOYMENT
SUPPORTIVE EMPLOYMENT
INTEGRATED SHELTERED WORK ENVIRONMENTS
(i.e. Work Crews/Enclaves)
REFERRAL TO DEPART. OF REHABILITATION, REGIONAL CENTER, COMMUNITY SERVICES, ADULT SERVICE PROVIDERS
FOLLOW-UP
1 - 2 YEARS LATER

*In the manuals, all individuals served by CAPC are referred to as students.

in getting and keeping a job.

In order for students to experience these "real work" situations, community support for the program has to be established. The Job Development and Placement service provides this essential link between the Center and the business community. Job Development and Placement specialists contact employers and set up situational evaluations, job training, job placement, and monitor students once they have actually been hired. They also provide a public relations service by presenting information about the Center's services to groups, service clubs, employers, and agencies in the community.

Definition Of Terms

Job Development

Arousing employers' interest, generally in hiring persons with disabilities, and getting him/her to commit specific positions to be filled by disabled persons.

Job Placement

Placing a specific individual in a specific job.

Situational Assessment/Career Exploration

A "hands-on" experience that lets a student further explore vocational interests and abilities by going into the community and trying a job for a specific length of time (usually 1-5 days).

Actual employment settings in the community where students can observe workers "on-the-job" for the purpose of becoming more familiar with the conditions and requirements of that particular job.

Workers' Compensation

Insurance which covers workers in cases of work-related injury or illness.

Job Analysis

A systematic study of the job in terms of what the worker does; the methodologies and techniques employed; the machines, tools, equipment; work aids used; the materials, products, subject matter, or services which result; the work environment; and the traits required of the worker.

Goals And Objectives Of Services

The goals of the Job Development and Placement services include:

1. To provide sites for career exploration, situational assessment, job training, and job placement.

2. To place students in competitive jobs, to the fullest extent possible. Some students may require such alternatives as supportive employment, work crew, volunteerism, or as a last resort, a sheltered workshop (CAPC recommends caution in placing students in sheltered workshops).

3. Conduct follow-up on students after they are hired.

4. Provide public relations services by gaining community support for CAPC.

Description Of Service

Admission Criteria

The admission criteria is that the individual has:

1. A completed referral form with support documentation;

2. A referral request commensurate with career goals and objectives;

3. Adequate vocational preparation commensurate with the referral request;

4. An indication of motivation to participate in requested services;

5. Available and reliable transportation (public or private);

6. Social skills/behavior deemed appropriate for requested services.

Referral Procedures

Job Development and Placement Specialists receive referrals for a number of different services from several different sources. Although referral procedures need to be flexible, they generally follow this pattern:

a. Referrals for development of situational assessment sites are made by the Vocational Evaluator by completing the Request for Situational Set Up and submitting to the Placement Office;

b. Referrals for development of career exploration sites are made by the Vocational Counselor by completing the same Situational Form and submitting it to the Placement Office;

c. Referrals for development of job training sites and job development and placement services are made by the Vocational Counselor by completing the Community Work Training Referral Form or Job Placement Referral Form, respectively, and submitting it to the Placement Office.

See sample Referral Form in Appendix.

Intake Interview and Orientation Procedure

After a referral is received, procedures vary depending on the type of referral.

a. Career exploration or situational assessment - Upon receipt of a Request for Situational Set Up, the Job Development/Placement Specialist contacts local businesses/organizations to develop the site. Once the site is developed, the information is given to the referral source (usually the Vocational Evaluator) who then makes the necessary arrangements and does the follow-through for the student to participate.

b. Job training or job development and placement- Upon receipt of a Community Work Training Referral or Job Placement Referral, the Job Development/Placement Specialist reviews the student's records for indications of employment readiness. To determine readiness, the Specialist will look for experience in career education, work adjustment, vocational evaluation, and prior work training and/or employment. Next, the Specialist schedules an intake interview with the student. For Job Placement Referrals under 18 years of age, a letter requesting verification of support is sent to the parents (see sample letter in Appendix). During the intake interview, the student's employment readiness is further reviewed by verifying available transportation, possession of a social security card, hours available, and determining level of motivation. At this time, the services to be provided are explained to the student, and schedules for services are established. For students referred for job training, the Job Development/Placement Specialist begins the development process based upon the referral request. For job placement referrals, a Strategy Placement Plan is developed with the student at the time of the intake interview.

Community Site Development

One of the main tasks of the Job Development and Placement Specialist is to develop sites within the community for the purposes of career exploration, situational assessment, job training, and employment. Once a site has been developed, it may potentially be used for all of these purposes. However, in some cases, employers will only accept students for certain services.

The Job Development and Placement Specialists at CAPC have utilized a number of different methods to make their service known to the community. The following are methods which CAPC has found to be successful:

a. Networking - discover and locate community businesses through the use of the yellow pages, Chamber of Commerce industrial guides, information provided by service clubs.

b. Media - inform public of CAPC, and the services it offers through TV and radio public service announcements, newspapers, Chamber of Commerce newsletters, business newsletters, etc.

c. Presentations - Job Development and Placement Specialist make presentations to Chamber of Commerce, service clubs, businesses, etc.

d. Literature - send out brochures, flyers, and newsletters to local business community.

e. Cold Contacts - These are contacts made by phoning or walking unannounced into a business and talking directly with employers about the services available through CAPC. To make these efforts most profitable CAPC suggests:

1. Find the right person to talk to - be sure to talk with the person who can make the decision about utilizing services (a lot of time can be wasted talking to someone, only to find out that the person you need to talk with is out of town or in another office or department).

2. Describe benefits - let the employer know how this service can help him.

3. Small businesses more cooperative with cold contacts - in a small mom-and-pop-type business, it is possible to walk in and talk

with the owners, whereas, walking into a large corporation and talking with the person-in-charge is unlikely.

4. Don't stop if success is not immediate - you may make ten contacts for one success.

5. A team approach may help in coping with rejection-Specialists at CAPC found that by making cold contacts in pairs they were able to encourage each other and thereby cope better with rejection from employers.

6. Make it short - unless an appointment has been scheduled, do not take up much of the employer's time.

7. Use portable slide presentation - pictures can say a lot about available services and benefits in a short amount of time.

8. Leave information with employer - leave a brochure and/or business card and follow-up on this contact.

When contacting an employer about a specific student, CAPC makes these suggestions:

Before contacting an employer about placing a student in his/her business, be sure that you know what your goals are. For example, you need to know how many hours you want the student to be there. How many days? What type of service are you asking for (training, situational assessment, employment)? When will he/she start and stop? Do you want the student to have group training, individual training, crew? It is also essential to know all pertinent information about the student you will be placing. It is important to be realistic and honest with the employer regarding the student's strengths, abilities, and limitations (although strengths and abilities should be stressed and limitations down-played). It is also important to describe students in lay terms whenever possible and be sure to explain all other terms.

Linking Clients To Employers After Developing Site

After the employer has been contacted about a particular student and has expressed an interest, set up an appointment for the employer and student to have an interview. Higher functioning students generally go to the interview alone. In this case, the Job Development and Placement Specialist will need to see the employer before or after the interview to go over paperwork (insurance forms, evaluation forms, etc.) and to establish a start date. With lower functioning students, the Specialist may need to accompany them to the interview. In these situations, employers tend to direct questions to the Specialist rather than the student. The Specialist should try to get the employer to talk to the student. After the interview, the Specialist can go over the paperwork with the employer and arrange a start date. He/She should try not to take up too much of the employer's time.

What Motivates Employers To Help

In order to motivate employers to provide sites for CAPC, Specialists try to get them to see the situation as being mutually beneficial. That is, the employers provide services that benefit the students, and the students and CAPC staff provide services that benefit the employer.

In any contact with employers, it is essential to conduct oneself in a professional, business-like manner and to keep in mind that the employer is in business to make a quality product or provide a quality service. Your selling point should emphasize what the prospective trainee/employee can do for the employer, not what the employer can do for you or the student.

The following are benefits which Specialists point out to employers.

1. Employers can save money by hiring an applicant through subsidized "on-the-job training" or utilizing the Targeted Jobs Tax Credit (see brochure in Appendix).

2. Hiring disabled students will provide mutual benefits to the business and student.

3. Businesses can achieve quotas for affirmative action/federal contract compliance.

4. Hiring or training disabled students provides a positive public and community relations opportunity.

5. Hiring or training disabled students provides positive emotions by giving those involved a sense of helping others.

6. Support and assistance are available from CAPC staff.

7. The district provides Workers' Compensation Insurance for students in job training (see sample of contract and On-the-Job Training Agreement in Appendix).

Follow-Up

Once students are placed in job training or employment sites, the Job Development and Placement Specialists follow-up on their progress at regular intervals. For students who are employed, the Specialist will minimally visit the work site and meet with the student's supervisor at two weeks, two months, and six months after the hiring date (see Placement Follow-Up/Post Employment Form in Appendix). At this time, the Specialist will discuss any problems or concerns with the supervisor. If problems do exist, the Specialist will follow-up with the student or refer the student to the Vocational Counselor. For students who are in job training, there is a follow-up every two weeks. The Specialist will pick up the student's work evaluation (see form in Appendix) and talk with the supervisor. If the student is getting a stipend, this evaluation will determine his/her pay rate for that time period. Again, if a problem exists this will be followed-up by either the Job Development and Placement Specialist or the Vocational Counselor.

Maintaining Relationships With Employers

A lot of effort goes into developing sites within the community, and these sites are essential to the present and future success of CAPC. Therefore, it is most important to maintain a good relationship with these valued employers. CAPC has found the following helpful in maintaining positive relations between the Center and the business community:

1. Develop a trust with employers. They should feel certain that the information you provide is accurate, that you will follow-through, that you are business-like, and professional.

2. Communicate regularly with employers by phone or in person, if only for a minute to ask how things are going.

3. Send out a newsletter to employers (see sample in Appendix).

4. At the end of the year, have a luncheon for employers; obtain media coverage, if possible.

5. Award plaques and certificates of appreciation; obtain media coverage, if possible.

6. Work with community service groups and public officials such as mayors, councils, Chambers of Commerce, Rotary, Kiwanis, Lions, Soroptomists, etc.

7. Nominate employers to the Governor's Committee for Employment of the Handicapped for the "Employer of the Year Award" (see information in the Appendix).

8. If one student does not work out as a trainee or employee, don't give up on that employer; work to save the site.

9. Don't be afraid to return to an employer who initially rejected the program. Personnel change, so do interests, attitudes, etc.

Job Club

The Job Club is a service which is designed to provide job-seeking skills and employment opportunities to students who do not have a specific vocational plan but need to get a job. For example, a student may be interested in a job in warehousing but has no training in warehousing. Since he/she needs an immediate income, he/she will take a fast-food job instead. This program provides these students with job leads and job-seeking skills necessary to gain employment. The program is based on group effort with students sharing contacts and also providing peer pressure and support to gain skills and employment. The curriculum developed to provide job-seeking skills includes lessons on:

a. Motivation

b. Writing a resume

c. Developing job leads

d. Making telephone contacts

e. Filling out applications

f. Interviewing

g. Adjusting to work-keeping your job

Resources

Don't Overlook Existing Resources

Be sure to utilize resources

available through existing staff. For example, work experience coordinators, career center coordinators, or classroom teachers at high schools may already be doing job development and placement.

Time is another important resource to consider. Staff members need to be provided adequate time to be able to develop sites, conduct follow-up, and develop employer support, and conduct public relations.

Personnel

The Job Development and Placement Specialist does not necessarily have to be a credentialed person. He/She does need to be someone with good communication skills who can understand and link the needs of handicapped students to the needs of employers. The person who has this job does need to be very committed in the work and really believe in what they are doing. Otherwise they can't sell it to the community. It is beneficial to have someone who has experience in business/industry outside of education.

What CAPC Has Done That Has Worked

There are specific things which CAPC feels have worked particularly well for them, and contributed greatly to the success of the students in the program. They include:

1. provided training in the community
2. taught job-seeking and job-keeping skills
3. provided competitive employment opportunities for students
4. taught students necessary skills to achieve success in the community and allowing them to return to the Center for more training if it is discovered that they are not ready for employment
5. developed a network of employers that work with CAPC
6. provided follow-up support for students in training through job shadowing, work adjustment, and mobility training

Problems CAPC Has Encountered

One of the problems that CAPC has encountered is pressure from teachers and others to place students in the community before they are ready. A possible solution to this might be to communicate to referral sources the skills students need to be successful on the job (based on realistic information obtained from employers) and to stress that job placement cannot be a dumping ground for misbehaving students. Also, Job Development and Placement Specialists might want to maintain the flexibility to not place students if they are not ready. Another area of concern is the need to make sure that the staff has the resources to be successful on the job. The personal resources needed by the Job Development and Placement Specialists are substantial in that he/she needs to be committed to the job, enjoy working with people, be out-going, etc. Another important resource that must be available, is time. The staff person selected to fill this job must have the time to develop sites. If a teacher is expected to do job development, he/she will need to be compensated for the time (note: district insurance will cover even if time is outside normal working hours).

APPENDIX

A. Position Descriptions

B. Admission Criteria for Job Placement

C. Job Placement Referral Form

D. Request for Information Form

E. Request for Interview Appointment

F. "Work Ready" Indicators Check-Off Sheet

G. Job Placement Data Form

H. Notification Re: Targeted Jobs Tax Credit (TJTC)

I. Placement Follow-Up/Post Employment Form

J. Description of Employment Preparation, Job Development, Placement Service

K. Request for Situational Set-Up Forms

L. Letter to Employer Requesting Setting Up Situational Assessment

M. Description of Workers' Compensation Insurance Coverage

N. Worker Evaluation Form for Site Supervisor and Cover Letter

O. Community Work Training Referral Criteria

P. Community Work Training Referral Form

Q. Parent Letter Requesting Signed Parent Support of Job Placement

R. Community Work Training Data

S. "On-the-Job" Training Agreement Between the Whittier Union High School District and Community Employer

T. Authorization for Medical Treatment In Case of Emergency

U. Industrial Injury Information

V. Claimant's Report of Injury/Illness

W. Supervisor's Report of Injury

X. Job Club Referral Form and Cover Letter Thanking Employer

Y. "Billing for Service" Form

Z. Closure Form

WHITTIER UNION HIGH SCHOOL DISTRICT
Whittier, California

POSITION DESCRIPTION

Date Prepared:	October 1, 1985
Position Title:	Job Development/Public Relations Specialist
Department:	Educational Services - Pupil Personnel Services
Program:	Career Assessment and Placement Center

Function:

Under the general direction of the Rehabilitation Services Administrator, provides job development and placement for job ready students and clients that are referred for the Career Assessment and Placement Center's services. Contacts employers in the private and public sector to develop situational assessment sites, community training stations, and employment for disabled individuals.

Reporting Relationships:

Reports To:	Rehabilitation Services Administrator
Supervises:	No one

RESPONSIBILITIES	AUTHORITIES	STANDARDS OF PERFORMANCE
1. To develop community situational assessment sites, per referral requests.	1.1 To request background information from the referral source.	1.11 95% or more of the situational assessment referrals will be documented and returned to referral source with 4 days.
	1.2 To develop and implement referral forms and procedures.	
	1.3 To recommend alternative options to the referral source.	
2. To develop community training sites, per referral requests.	2.1 To request background information from the referral source, parents, and school personnel.	2.11 The annual average length of time from referral date to completion is no more than 6 weeks.
	2.2 To develop and implement referral forms and procedures.	2.12 Documentation will be completed within 1 week of the date of the activity.
	2.3 To recommend alternative options to the referral source.	2.13 70% or more of accepted referrals will be placed in appropriate training sites.
	2.4 To request additional services to solidify the referral request.	2.14 A strategy will be completed on all clients accepted for work training.
	2.5 To conduct intake interview on referral clients.	
	2.6 To accept or reject referrals based on admission criteria and recommend appropriate services for nonacceptable referrals.	
	2.7 To terminate training site development efforts when it is determined by the training site supervisor and/or other appropriate parties that the client fails to demonstrate reasonable effort.	

RESPONSIBILITIES	AUTHORITIES	STANDARDS OF PERFORMANCE
3. To develop employment sites and execute job placement, per referral requests.	3.1 To request background information and authorization from the referral source, parents, school personnel, previous employers, and community agencies. 3.2 To develop and implement referral form and procedures. 3.3 To recommend alternative options to referral source. 3.4 To accept or reject referrals based on admission criteria and recommend appropriate services for nonacceptable referrals. 3.5 To request additional services to solidify the client's employment preparation and/or employment. 3.6 To terminate job placement process when it is determined by the Job Developemnt/Placement Specialist that the client fails to demonstrate reasonable efforts. 3.7 To participate in the employment preparation training. 3.8 To conduct intake interview on referred clients.	3.11 A Strategy Placement Plan will be completed on all clients accepted for Placement services at time of intake. 3.12 The annual average length of time from referral date to completion is no more than 6 weeks. 3.13 The Placement Data Form and billing form, if appropriate, will be completed within 3 days of the first day of employment in all cases. 3.14 A minimum amount of follow-up will consist of at least one employer contact within 2 weeks of date of employment, another contact within 2 months, and another within 6 months. 3.15 Documentation will be completed within 1 week of the date of the activity. 3.16 60% or more of accepted referrals will be placed in an appropriate job. 3.17 The Employment Preparation, Job Development, and Placement services receive a 90% or better positive response in the annual performance survey with school and referral agency personnel and consumers.

RESPONSIBILITIES	AUTHORITIES	STANDARDS OF PERFORMANCE
4. To do follow-up evaluations every 2 weeks of clients in work training by visiting sites and talking with supervisor.	4.1 To meet with employer to discuss any problem areas and how we can supplement training. 4.2 To discuss with employer, if feasible, developing the training into a placement. 4.3 To coordinate between client, counselor, and employer regarding any changes or problems to take care of at training site.	4.11 Each employer will be contacted every 2 weeks to evaluate client. 4.12 An "open door" policy for employer to be able to contact when necessary will be maintained.
5. To develop employer interests in hiring disabled individuals and to market the Center's services.	5.1 To interface with school personnel, parents, students, various public and private agencies and the community to communicate the objectives and services of the Career Assessment and Placement Center's services. 5.2 To develop and maintain effective working relationships with school personnel, State Department of Rehabilitation, and other public and private agencies. 5.3 To write, edit, and distribute publications pertaining to Career Assessment and Placement Center services. 5.4 To solicit media coverage of Career Assessment and Placement Center services.	5.11 Sufficient effort is made to promulgate the Employment Preparation, Job Development and Placement services, as determined by the Rehabilitation Services Administrator. 5.12 The monthly Placement publication is distributed by the 10th of each scheduled month.
6. To coordinate and update computer job bank and work training information.	6.1 To supply names, addresses, dates of training/placements for inclusion into job bank. 6.2 To continually update job bank employers and training/placement sites. 6.3 To continually update work training information.	6.11 Any new information to the job bank and work training will be submitted on a weekly basis for input into computer.

RESPONSIBILITIES	AUTHORITIES	STANDARDS OF PERFORMANCE
7. To develop, maintain, and disseminate labor market and employment information.	7.1 To request participation and attendance at workshops, conferences, etc., to keep current on labor market and employment information.	7.11 Requests for labor market and employment information are met within 1 week of the request.
	7.2 To invite and schedule employer and training representatives to present current employment and training information.	7.12 Requests for labor market and job task analyses will be completed and the results disseminated within 2 weeks of the request.
	7.3 To recommend the purchase of labor market and employment materials.	
8. To assist and provide information for employers pertaining to the training and employment of persons with disabilities.	8.1 To request participation and attendance at workshops, conferences, etc., to keep current on labor market and employment information.	8.11 Requests from employers for assistance and information will be met within 1 week of the request.
	8.2 To recommend the purchase of labor market and employment materials.	
9. To assist other Placement staff in meeting the objectives of the Employment Preparation, Job Development and Placement services.	9.1 To carry out activities, as requested by the Center's Rehabilitation Services Administrator.	9.11 All activities related to the fulfillment of the objectives of the Employment Preparation, Job Development and Placement services will be done within the assigned and/or established time frames, as requested.

WHITTIER UNION HIGH SCHOOL DISTRICT
Whittier, California

POSITION DESCRIPTION

Date Prepared: October 1, 1985

Position Title: Job Development/Placement Specialist II

Department: Educational Services - Pupil Personnel Services

Program: Career Assessment and Placement Center

Function:

Under the general direction of the Rehabilitation Services Administrator, provides job development and placement for job ready students and clients that are referred for the Career Assessment and Placement Center's services. Contacts employers in the private and public sector to develop situational assessment sites, community training stations, and employment for persons with disabilities.

Reporting Relationships:

Reports To: Rehabilitation Services Administrator

Supervises: No one

RESPONSIBILITIES	AUTHORITIES	STANDARDS OF PERFORMANCE
1. To develop community situational assessment sites, per referral requests.	1.1 To request background information from the referral source. 1.2 To develop and implement referral forms and procedures. 1.3 To recommend alternative options to the referral source.	1.11 95% or more of the situational assessment referrals will be documented and returned to referral source with 4 days.
2. To develop community training sites, per referral requests.	2.1 To request background information from the referral source, parents, and school personnel. 2.2 To develop and implement referral forms and procedures. 2.3 To recommend alternative options to the referral source. 2.4 To request additional services to solidify the referral request. 2.5 To conduct intake interview on referral clients. 2.6 To accept or reject referrals based on admission criteria and recommend appropriate services for nonacceptable referrals. 2.7 To terminate training site development efforts when it is determined by the training site supervisor and/or other appropriate parties that the client fails to demonstrate reasonable effort.	2.11 The annual average length of time from referral date to completion is no more than 6 weeks. 2.12 Documentation will be completed within 1 week of the date of the activity. 2.13 70% or more of accepted referrals will be placed in appropriate training sites. 2.14 A strategy will be completed on all clients accepted for work training.

RES[illegible]NSIBILITIES

3. To develop employment sites and execute job placement, per referral requests.

AUTHO[illegible]TIES

3.1 To request background information and authorization from the referral source, parents, school personnel, previous employers, and community agencies.

3.2 To develop and implement referral form and procedures.

3.3 To recommend alternative options to referral source.

3.4 To accept or reject referrals based on admission criteria and recommend appropriate services for nonacceptable referrals.

3.5 To request additional services to solidify the client's employment preparation and/or employment.

3.6 To terminate job placement process when it is determined by the Job Developemnt/Placement Specialist that the client fails to demonstrate reasonable efforts.

3.7 To participate in the employment preparation training.

3.8 To conduct intake interview on referred clients.

STANDARDS OF PERF[illegible]ANCE

3.11 A Strategy Placement Plan will be completed on all clients accepted for Placement services at time of intake.

3.12 The annual average length of time from referral date to completion is no more than 6 weeks.

3.13 The Placement Data Form and billing form, if appropriate, will be completed within 3 days of the first day of employment in all cases.

3.14 A minimum amount of follow-up will consist of at least one employer contact within 2 weeks of date of employment, another contact within 2 months, and another within 6 months.

3.15 Documentation will be completed within 1 week of the date of the activity.

3.16 60% or more of accepted referrals will be placed in an appropriate job.

3.17 The Employment Preparation, Job Development, and Placement services receive a 90% or better positive response in the annual performance survey with school and referral agency personnel and consumers.

RESPONSIBILITIES	AUTHORITIES	STANDARDS OF PERFORMANCE
4. To market the Employment, Preparation, Job Development, and Placement services.	4.1 To interface with school personnel, parents, students, various public and private agencies and the community to communicate the objectives and services of the Employment Preparation, Job Development, and Placement services.	4.11 Sufficient effort is made to promulgate the Employment Preparation, Job Development, and Placement services, as determined by the Rehabilitation Services Administrator.
	4.2 To develop and maintain effective working relationships with school personnel, State Department of Rehabilitation, and other public and private agencies.	
	4.3 To write, edit, and distribute publications pertaining to Employment Preparation, Job Development and Placement services.	
	4.4 To solicit media coverage of Employment Preparation, Job Development and Placement services.	
5. To develop, maintain, and disseminate labor market and employment information.	5.1 To request participation and attendance at workshops, conferences, etc., to keep current on labor market and employment information.	5.11 Requests for labor market and employment information are met within 1 week of the request.
	5.2 To invite and schedule employer and training representatives to present current employment and training information.	5.12 Requests for labor market and job task analyses will be completed and the results disseminated within 2 weeks of the request.
	5.3 To recommend the purchase of labor market and employment materials.	

RESPONSIBILITIES	AUTHORITIES	STANDARDS OF PERFORMANCE
6. To assist and provide information for employers pertaining to the training and employment of persons with disabilities.	6.1 To request participation and attendance at workshops, conferences, etc., to keep current on labor market and employment information.	6.11 Requests from employers for assistance and information will be met within 1 week of the request.
	6.2 To recommend the purchase of labor market and employment materials.	
7. To coordinate and conduct the job club process.	7.1 To develop and implement referral forms and procedures.	7.11 Referrals will be addressed and started in the program at 3 week intervals.
	7.2 To request background information from referral source, parents, school personnel, previous employers and community agencies.	7.12 Documentation will be complete within 1 week of the end of each program.
	7.3 To develop, implement, and update effective job search program.	
	7.4 To accept or reject referrals based on admission criteria and recommend alternative services.	
8. To assist other Placement staff in meeting the objectives of the Employment Preparation, Job Development and Placement services.	8.1 To carry out activities, as requested by the Center's Rehabilitation Services Administrator.	8.11 All activities related to the fulfillment of the objectives of the Employment Preparation, Job Development and Placement services will be done within the assigned and/or established time frames, as requested.

RESPONSIBILITIES	AUTHORITIES	STANDARDS OF PERFORMANCE
9. To coordinate the worker evaluation process.	9.1 To keep up-to-date lists of all students on community training sites. 9.2 To pick up bi-weekly worker evaluations from employers. 9.3 To make alternative recommendations providing student support. 9.4 To provide employer incentive information. 9.5 To request assistance in the pick up of bi-weekly worker evaluations.	9.11 Worker evaluations will be picked up on a bi-weekly basis.
10. To coordinate and prepare payroll for all stipend trainees.	10.1 To calculate payroll for Work Ability, Transition, and Department of Rehabilitation. 10.2 To take Rehabilitation payroll to Whittier office. 10.3 To give copy to clerical staff for input into computer.	10.11 Payroll will be into Adult Education no later than Tuesday a.m. 10.12 All statistical data requested by the Rehabilitation Services Administrator for the Work Ability and Transition Projects will be submitted per request.
11. To coordinate and update computer job bank and work training information.	11.1 To supply names, addresses, dates of training/placements for inclusion into job bank. 11.2 To continually update job bank employers and training/placement sites. 11.3 To continually update work training information.	11.11 Any new information to the job bank and work training will be submitted on a weekly basis for input into computer.

WHITTIER UNION HIGH SCHOOL DISTRICT
Whittier, California

CAREER ASSESSMENT AND PLACEMENT CENTER

PLACEMENT

Admission Criteria

- Completed referral form with support documentation;
- Request is commensurate with career goal objectives;
- Client/student has adequate vocational preparation commensurate with request;
- Indication of motivation to participate in requested services;
- Available and reliable transportation;
- Social skills/behavior deemed appropriate for requested services.

Intake Scheduled: ____________________

CAREER ASSESSMENT AND PLACEMENT CENTER

JOB PLACEMENT REFERRAL FORM

Referral Date: ____________________ Case Manager: ____________________

Client Name: ____________________ DR Counselor: ____________________

Address: ____________________ Present Grade Level: ____________________

City/Zip Code: ____________________ School Last Attended: ____________________

Telephone Number: ( ) ____________________ Driver's License Number: ____________________

Birth Date: ____________________ Social Security No: ____________________
Month Day Year (Age)

Mode of reliable transportation: ____________________

Any financial assistance received (SSI, Disability, etc.): ____________________

Can the client, after employment, submit proof of citizenship? Yes _____ No _____

Vocational Objective: ____________________

Employment Request: (Be specific as to area): ____________________

Days client is available for employment: ____________________ Weekends ☐

Specific hours available: ____________________ Evenings ☐

Primary Disability: RSP _____ SDC LH _____ OH _____ ADULT LH _____
SED _____ SDC SH _____ VH _____ ADULT SH _____
Communicative _____ Other ____________________
Functional Limitations: ____________________

Vocational Evaluation:

Has client completed a Vocational Evaluation? Yes _____ No _____
Was Job Placement an immediate recommendation? Yes _____ No _____
If Work Adjustment was recommended, has this service been provided? Yes _____ No _____

Vocational Training Completed: School: ____________________ Location: ____________________

Course Title: ____________________ Length of Training (total hours): ____________________
Name of Instructor: ____________________ Type of Certificate: ____________________
(Certificate or letter of recommendation must be attached)

Employment History: (Previous Employment Record)

Employer: ____________________ Location: ____________________
Position: ____________________ Length of Employment: _____ Yr. _____ Mo.
Type of Tasks Performed: ____________________
Reason for Leaving: ____________________

(Please attach particulars on additional educational, vocational, employment, and military experience on additional sheet.)

C

Legend: Original - Client File
Yellow - Placement

07/85

CAREER ASSESSMENT AND PLACEMENT CENTER

CENTRAL FILE UPDATE
PLACEMENT COMPONENT OFFICE

TODAY'S DATE: ______________________ CLIENT NAME: ______________________________

##
##

The above named client was referred to the Placement Office for __________________

____

and has been transferred to ____

per ______________________________, Vocational Counselor.

Additional Information Noted: ____

____

____

____

____

____

____

____
Placement Specialist Signature

D
9/84

CAREER ASSESSMENT AND PLACEMENT CENTER

1401 SOUTH PAINTER AVENUE • WHITTIER, CA 90605 • PHONE (213) 698-8121

DAN HULBERT
REHABILITATION SERVICES ADMINISTRATOR

Date

Address

Dear

Your name has been referred to the Career Assessment and Placement Center by , for Job Preparation/Development and Placement services.

In order to determine and provide such services, you are requested to contact the Career Assessment and Placement Center to make an interview appointment with this office within the next five working days.

If you have any questions, , please feel free to contact me at the time you call for your appointment.

Thank you.

Sincerely,

Job Placement Specialist

E

A JOINT VENTURE OF
WHITTIER AREA COOPERATIVE SPECIAL EDUCATION PROGRAM AND WHITTIER UNION HIGH SCHOOL DISTRICT

CAREER ASSESSMENT & PLACEMENT CENTER

"WORK READY" INDICATORS

JOB PLACEMENT PLAN

Date: ______________________ Applicant's Name: ______________________

Occupational Field: ______________________ Career Goal Obj.: ______________________

Evaluation Date: ______________________ Medical Reports On File: ______________________

Transportation Availability: Car _____ Bus _____ Bike _____ Motorcycle _____

Driver's License Number: ______________________ Needs Mobility Training: ______________________

Bus Pass: __________ Interview Techniques: __________ Resume: __________

Grooming Skills: __________ Social Skills: __________ Application Skills: __________

Parent Support Letter: __________

****

Strategies to be incorporated during check off period for measurement: ______________________

____

____

____

Previous training: ____

Certificates on file (if vocational training complete): ______________________

Work experience: ____

Letters of recommendation on file: ______________________________________

Refer to Work Adjustment: _______ Explanation: ______________________

____

Requested work/hours/days/commensurate with client's daily school schedule: __________

____

____

Job modifications necessary: ____

____

If placement has not been made by ______________________ an appointment will be scheduled on ______________________.

I understand my responsibilities as a client of the placement office and have received a copy of these responsibilities.

Client Signature ______________________ Date __________ Placement Specialist: __________

352

CAREER ASSESSMENT AND PLACEMENT CENTER

01 SOUTH PAINTER AVENUE • WHITTIER, CA 90605 • PHONE (213) 698-8121

DAN HULBERT
REHABILITATION SERVICES ADMINISTRATOR

JOB PLACEMENT DATA

CLIENT: ____________________

EMPLOYER: ____________________ HOURS: ____________________

____________________ BENEFITS: ____________________

____________________ ____________________

TELEPHONE NUMBER: ____________________

START DATE: ____________________ RATE: ____________________

POSITION: ____________________

SUPERVISOR: ____________________

GENERAL INFORMATION:

____

____

____

____

____

Completed By: ____________________ Date: ____________________

LEGEND
White - Central File
Yellow - Placement
Pink Referral Source

G 8/82

CAREER ASSESSMENT & PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121

Dan Hulbert, Rehabilitation Services Administrator

Dear Employer:

In order to obtain the Targeted Jobs Tax Credit (TJTC) it is imperative that you send the attached letter to the Employment Development Department prior to the date of hire.

The applicant must also make an appointment with Ed Ramirez (TJTC representative) prior to the date of employment.

If you need additional information regarding the TJTC certification process, please contact Ed Ramirez at (213) 945-1011, extension 240.

Sincerely,

Job Development/Placement Specialist

A JOINT VENTURE OF

Whittier Area Cooperative Special Education Program and Whittier Union High School District

Accredited by the National Commission on Accreditation of Rehabilitation Facilities

CAREER ASSESSMENT
& PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121
Dan Hulbert, Rehabilitation Services Administrator

____
Employer's Name

____
Address

____
City State Zip

____
Date

Employment Development Department
7240 South Greenleaf Avenue
Whittier, CA 90602

Attn: Mr. Ed Ramirez

Dear Mr. Ramirez:

In accordance with the requirements of the Economics Recovery Tax Act of 1981 and the Internal Revenue Code Section 51 (d) (15) (A) (ii), this letter is a written request for certification under the Targeted Jobs Tax Credit Program.

______________________________ , ______________________________
Applicant's Name Social Security No.

will start work on ____________________ .
Date

I understand that this request for tax credit vouchers must be postmarked or hand delivered to you on or before the date the employee begins work.

Sincerely,

____
Signature

____
Title

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Whittier Area Cooperative Special Education Program and Whittier Union High School District
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CAREER ASSESSMENT
& PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121
Dan Hulbert, Rehabilitation Services Administrator

____
Date

To Whom it May Concern:

______________________________________ is a participant in the Whittier Union High School District's Career Assessment and Placement Center. The Center provides vocational services to persons with disabilities. This person's special needs constitute a substantial barrier to employment.

More detailed information may be requested from Dan Hulbert, Rehabilitation Services Administrator, 698-8121, extension 307.

Sincerely,

Job Development/Placement Specialist

A JOINT VENTURE OF
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Accredited by the National Commission on Accreditation of Rehabilitation Facilities

Programs at a Glance

	TJTC (Federal)	CJTC (State)
Qualifying Employees	Individuals from one of the target groups for whom the employer has submitted a timely request.	Same
Eligible Employers	Employers in trade or business.	Nonbusiness employers as well as employers in trade or business.
The Credit	For each eligible employee, credit is 50% of the qualified first-year wages up to $6,000 and 25% of the qualified second-year wages up to $6,000. Unused portion of the credit can be carried back three years and forward fifteen years. The credit can equal 90% of the employer's total tax liability. * ***NOTE:*** For the employers of QUALIFIED SUMMER YOUTH, the credit amounts to 85% of the first $3,000 in wages paid for any 90-day period which occurs on or after May 1, but before September 16 in either 1983 or 1984.	For each eligible employee the credit is 10% of up to $3,000 in the first and second years of employment. The total credit cannot exceed $600 for the 24-month period beginning on the date the individual begins work. There are no carry-back or carry over provisions. The credit can equal 100% of the employer's State tax liability.
Limitations	Tax credit cannot be applied to any period the employer received federal reimbursement for wages paid to an eligible employee. Business expense deduction for wages is reduced by the amount of the tax credit. * The Qualified Summer Youth tax credit is a one-time credit and cannot be claimed for youth hired by the employer prior to the 90-day period.	Employers should contact Franchise Tax Board to determine current rules applying to on-the-job training wages. The credit is applied against the net tax, and is in addition to any business deduction.

FOR FURTHER INFORMATION:
Contact a local Job Service
of the California
Employment Development Department

H-4.

DE 8761 Rev. 3 (10-82)

MEMO TO EMPLOYERS:

YOU CAN CLAIM

UP TO $5,100*

IN TAX CREDITS

FOR EACH ELIGIBLE

JOB SEEKER

HIRED

THE JOBS TAX CREDIT PROGRAM

JOBS TAX CREDITS

Employers who hire eligible job seekers under these programs may receive up to $4,500* in federal tax credits and up to $600 in State tax credits per eligible employee.

The federal program is:

- **Targeted Jobs Tax Credit (TJTC)**

The State program is:

- **California Jobs Tax Credit (CJTC)**

***NOTE: The federal tax credit may be greater for employers retaining Qualified Summer Youth on their work force.**

ELIGIBLE GROUPS

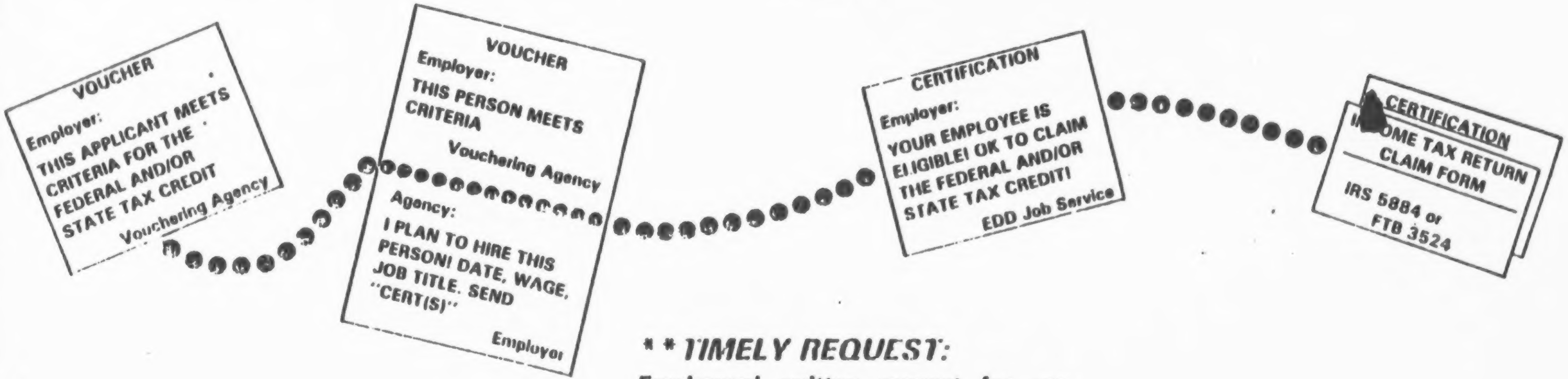
- **Economically disadvantaged individuals who are Vietnam-era Veterans, youth aged 18-24, ex-felons and students 16 through 19 participating in an approved cooperative educational program (TJTC).**
- **Current or former clients of a state or Veterans Administration Rehabilitation Program (TJTC).**
- **Recipients of Supplemental Security Income and/or State Supplementary Program (TJTC, CJTC).**
- **Recipients of General Assistance or Aid to Families with Dependent Children (TJTC, CJTC).**
- **Individuals registered in the Work Incentive Program (TJTC, CJTC).**
- **Former CETA-PSE employees involuntarily terminated from their CETA-funded positions and hired prior to December 31, 1982 (TJTC).**
- **Qualified Summer Youth are economically disadvantaged, ages 16 and 17, hired on or after May 1, but before September 16 in either 1983 or 1984 (TJTC).**

Here's How Simple It Is!

APPLICANT **obtains "voucher" from a designated agency. Shows "voucher" to prospective employers.**

— OR —

EMPLOYER **submits a timely written request** for certification of prospective employee(s).**


VOUCHER
Employer:
THIS APPLICANT MEETS CRITERIA FOR THE FEDERAL AND/OR STATE TAX CREDIT
Vouchering Agency
VOUCHER
Employer:
THIS PERSON MEETS CRITERIA
Vouchering Agency
Agency:
I PLAN TO HIRE THIS PERSON! DATE, WAGE, JOB TITLE. SEND "CERT(S)"
Employer
CERTIFICATION
Employer:
YOUR EMPLOYEE IS ELIGIBLE! OK TO CLAIM THE FEDERAL AND/OR STATE TAX CREDIT!
EDD Job Service
CERTIFICATION
INCOME TAX RETURN CLAIM FORM
IRS 5884 or FTB 3524

EMPLOYER **can request referral of qualified applicants who are tax credit eligible from the EDD Job Service.**

***** TIMELY REQUEST:***

Employers' written request for certification *OR* returned voucher must be received by EDD *OR* postmarked no later than the individual's first day on the job.

EMPLOYER **retains certification to substantiate claim for *TAX CREDIT(S)* when filing income tax returns.**

WHITTIER UNION HIGH SCHOOL DISTRICT

Career Assessment and Placement Center

PLACEMENT FOLLOW-UP/POST EMPLOYMENT

CLIENT: ______________________________ DATE: ____________________

Check Up ____ 2 Week ____ 2 month ____ 6 month ____ Other ____

Specify reason for other: ____

____

____

Per supervisor, is the client meeting job performance standards? Yes ____ No ____

If No, state reasons: ____

____

Contact person's name and title: _______________________________________

Client has been advised of supervisor's follow-up comments by:

Supervisor ________ Placement Specialist ________ Other: ________

Client's comments: ____

____

Treatment strategies to be implemented, if necessary (please by specific): __________

____

____

____

____

Additional comments/observations: _____________________________________

____

____

____

____

Completed By: ____________ ________________

8/84

I

The Employment Preparation, Job Development, and Placement Services sheet (on the following page) is generally forwarded to agencies and/or self referrals not familiar with the Career Assessment and Placement Center.

PRICE -- SUBJECT TO CHANGE

CAREER ASSESSMENT
& PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121
Dan Hulbert, Rehabilitation Services Administrator

EMPLOYMENT PREPARATION, JOB DEVELOPMENT AND PLACEMENT

The Career Assessment and Placement Center has been providing Employment Preparation, Job Development and Placement Services since 1979. These services are available to assist individuals with disabilities to enter or return to the labor force.

LOCATION:

Sierra Education Center
9401 South Painter Avenue
Whittier, CA 90606

DESCRIPTION:

All individuals referred for Employment Preparation, Job Development and Placement Services are provided with job seeking skills training, job development and placement assistance. The methods of job seeking skills instruction used include, but are not limited to: lecture, group discussion, tours, use of audio-visuals (filmstrip, cassettes, videotape), workbooks, role-playing, etc. The individual learns the various sources of employment, and how to "sell" oneself to an employer through the job application, personal resume, and job interview. The expected outcome of the serivce for each individual is to learn the skills necessary to find and pursue job openings in relationship to the individual's career goals, skills, abilities, and needs, culminating in the obtainment of a competitive employment position. The Career Assessment and Placement Center's Job Placement Specialists provide placement assistance in order to match the individual's career goals, skills, interests, and needs with an appropriate job. When an individual is placed on a job, the placement report, which includes place of employment, job title, rate of pay and fringe benefits, date employment commences, follow-up to be conducted and name of the individual's immediate supervisor, is completed and sent to the referral source.

INTAKE PROCESS:

Upon receipt of the referral form, the client is contacted and scheduled for an interview with a Job Placement Specialist. During the interview the client's job readiness is verified and a Strategy Placement Plan is developed. The referral source is then notified by telephone of acceptance of the client for Employment Preparation, Job Development and Placement services and the plan. A starting date for job seeking skills training is established.

J

(Continued On Back)

A JOINT VENTURE OF
Whittier Area Cooperative Special Education Program and Whittier Union High School District
Accredited by the National Commission on Accreditation of Rehabilitation Facilities

FEES:

The following fee schedule applies for assisting an individual who is disabled to enter or return to the labor force:

A. $500.00 for job seeking skills training and the obtainment of competitive employment;

B. $400.00 for job seeking skills training and an offer of employment in a job commensurate with the client's career goals, but the client does not accept employment; and

C. $250.00 for job seeking skills training (job placement activities are teminated by the client, referral source, or Career Assessment and Placement Center prior to an offer of employment).

CONTACT:

For further information, please contact:

Ann DeMeyer or Luann Janisse
Job Development/Placement Specialists
Career Assessment and Placement Center
(213) 698-8121

REQUEST FOR SITUATIONAL SET UP

REQUEST FROM: ____________ DATE: ________

STUDENT'S NAME: ________________________ AGE: ________

DISABILITY: ________________________

LIMITATIONS (IF ANY): ________________________

TRANSPORTATION TO BE PROVIDED: ________________________

SITUATION REQUESTED: ________________________ LENGTH OF TIME ______
(Please give specific task or setting)

TATIVE SET UP WITH: COMPANY OR ORGANIZATION'S NAME: ________________

ADDRESS: ________________ CITY: ________________

CONTACT NAME: ________________ PHONE: ________________

COMMENTS: ________________________

INFORMATION REFERRED TO EVALUATOR/DATE: ________________________

SET UP BY: ________________________

Legend:
White - Central
Yellow - Placement
Pink - Evaluation

EVALUATION SITUATIONAL REFERENCE CARD
CAPC 1.8 (7/80)

K.

CAREER ASSESSMENT AND PLACEMENT CENTER

2401 SOUTH PAINTER AVENUE • WHITTIER, CA 90605 • PHONE (213) 698-8121

DAN HULBERT
REHABILITATION SERVICES ADMINISTRATOR

To Whom It May Concern:

The Career Assessment and Placement Center is requesting exploration sites for work experience within your facility.

These work training settings, as we call them, are using an actual work situation created to give the student a "hands-on" experience to allow him/her to make more informed vocational decisions.

Your facility would make our ideas complete. The time involved would depend upon the length needed to give the person a realistic picture of the job's duties. These are temporary work sites and there would be no obligation to hire, although this gives you an opportunity to screen this person as a possible employee.

These persons are always covered under Workers' Compensation through the Whittier Union High School District.

We appreciate any help you would extend to our program's success in helping these persons make realistic career choices.

Sincerely,

Dan Hulbert
Rehabilitation Services Administrator

DH:ac

8/83

L

A JOINT VENTURE OF
WHITTIER AREA COOPERATIVE SPECIAL EDUCATION PROGRAM AND WHITTIER UNION HIGH SCHOOL DISTRICT

CAREER ASSESSMENT AND PLACEMENT CENTER

9401 SOUTH PAINTER AVENUE WHITTIER, CA 90605 PHONE (213) 698-8121

DAN HULBERT
REHABILITATION SERVICES ADMINISTRATOR

August 6, 1982

Name
Company
Address

CLIENT'S NAME

Dear

In order to better serve the above named client in our Employment Preparation, Job Development and Placement services, the following background information is necessary:

_____ General medical exam

_____ Psychological assessment reports, if available

_____ Medical specialist reports, if available

_____ Social history

_____ School and/or vocational training records

Please forward the requested information to my attention at the above listed address as soon as possible.

Thank you for your cooperation in assisting us to provide the maximum services for our mutual client.

Sincerely,

Placement Specialist

WHITTIER UNION HIGH SCHOOL DISTRICT
Whittier, California

TO:

FROM: Business Assistant

SUBJECT: Workers' Compensation Insurance Coverage

Whittier Union High School District is self-insured for workers' compensation insurance liability.

Students in work experience or occupational training programs are covered by the school district under the provisions of Labor Code Section 3368 and Education Code Section 51769.

> *Labor Code Section 3368 establishes a statutory Workers' Compensation liability for work experience program participants; when the trainer does not pay the trainee a cash wage, the Workers' Compensation liability shall rest with the school district.*
>
> *Education Code Section 51769 - Notwithstanding any provisions of this code or the Labor Code to the contrary, the School District or County Superintendent of Schools under whose supervision work-experience education, or occupational training classes held in the community, as defined by regulations adopted by the State Board of Education, are provided shall be considered the employer under Division 4 (commencing with Section 3200) of the Labor Code of persons receiving such training unless such persons during such training are being paid a cash wage or salary by a private employer, or unless the person or firm under whom such persons are receiving work experience of occupational training elects to provide workers compensation insurance.*

Monica P. Dean

MPD:rr

Dear Supervisor:

The following are guidelines for your use in completing the evaluation form. As you consider the 10 assessment categories, please rate your trainee as compared to an entry-level employee.

Punctuality:	100% reflects that the trainee has been punctual every day. For each day the trainee is late the rating goes down by 10%. Therefore, a student that is late three times during the evaluation period would be marked in the 70% column.
Attendance:	Following the same guidelines as above, a trainee missing three days of work would rate 70%. The way in which the trainee handled his/her absence can be noted in the comment section (i.e., did he/she notify you in advance).
Attitude: **Following Instructions:** **Appearance:** **Retains Instructions:** **Works Independently:** **Initiative:**	These areas reflect the student's work behaviors, not their skill level. 100%-90%: The trainee displays the appropriate work behaviors/attitudes consistently. 80%-70%: The trainee occasionally displays inappropriate work behaviors/attitudes. 60%-below: The trainee displays inappropriate work behaviors/attitudes consistently. This rating would prompt CAPC support services.
Quality of Work: **Speed and Productivity:**	These areas deal with the trainee's skill level and productivity on assigned tasks. As with all employees, we anticipate improvement in these areas as the training progresses. 100%-90%: The trainee is producing the same quantity and quality of work as other employees. 80%-below: Following the same guidelines as above, a trainee with an 80% rating is producing approximately 80% of the work of a competitive employee, likewise, a trainee rating 50% is producing approximately 50% of the work of a competitive employee.

We encourage you to write comments, either positive or negative, on the form. We also urge you to review and sign the completed form with your trainee prior to the scheduled pick-up time.

Thank you.

Career Assessment and Placement Center

WHITTIER UNION HIGH SCHOOL DISTRICT
Career Assessment and Placement Center

Worker Evaluation

LEGEND
White - Rehabilitation
Green - Central File
Canary - Trainee
Pink - Teacher
Goldenrod - Supervisor

Trainee's Name: ______________________

Work Site: ______________________

Address: ______________________

City: ______________________

Phone No. ______________________

Position: ______________________

Site Supervisor: ______________________

Pay Period Begins: ____________ Ends: ____________

Evaluations should be made on a realistic basis. Stipend pay rates are calculated based on percentages earned in each assessment category.

ASSESSMENT CATEGORIES	100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	Date	Hours In	Hours Out	Hours Total
PUNCTUALITY-regularly on time														
ATTENDANCE-dependable; notifies in advance if absent														
ATTITUDE-positive toward work, co-workers, supervisors														
FOLLOWS INSTRUCTIONS-oral and written														
APPEARANCE-appropriately dressed														
RETAINS INSTRUCTIONS-remembers tasks from day to day														
WORKS INDEPENDENTLY-does not need continuing supervision; does not waste time														
INITIATIVE-self starter; works ahead without further direction														
QUALITY OF WORK-accurate and well done														
SPEED AND PRODUCTIVITY-is equivalent to a full-time employee														

Please comment on Trainee's progress: ______________________

____

N-2

Supervisor's Signature: ______________________

Trainee's Signature: ______________________

Total Hours ______

Please have worker evaluations completed and signed for payroll processing by: ______________
Date

WHITTIER UNION HIGH SCHOOL DISTRICT

WHITTIER, CALIFORNIA

CAREER ASSESSMENT AND PLACEMENT CENTER

COMMUNITY TRAINING

Referral Criteria

- Referrals for Community Work Training will be submitted by the Case Manager.

- Referrals will be reviewed and deemed appropriate by the Job Placement Specialist when the client has participated in one or more of the following areas:
  - classroom training (ROP, Adult School, High School vocational classes)
  - on-campus training
  - Work Skills Program
  - Transition Program (LH, SH, SED)
  - vocational evaluation

- Social skills/behaviors are viewed as appropriate for requested services.

- Referral for Work Adjustment is the responsibility of the Case Manager.

- Bi-weekly follow-up is the cooperative responsibility of the Case Manager and the Job Placement Specialist

o

CAREER ASSESSMENT AND PLACEMENT CENTER

COMMUNITY WORK TRAINING REFERRAL FORM

Date: ____________________ Case Manager: ____________________

Student/Client Name: ____________________ Program: ____________________

Address: ____________________ Is this individual a client of Department of Rehabilitation or in process? Yes ___ No ___

City/Zip Code: ____________________ Department of Rehabilitation Counselor:

Telephone Number: ____________________ ____________________

Birth Date: ____________________ Regional Center Counselor:
Month Day Year Age

____

Social Security Number: ____________________

High School Presently Attending: ____________________ Present Grade Level: ____________

Teacher: ____________________ Telephone Number: ____________

Primary Disability: RSP ____ SDC LH ____ OH ____ ADULT LH ____
SED ____ SDC SH ____ VH ____ ADULT SH ____
Communicative ____ Other: ____________________

Other Disabilities: ____________________

____

Vocational Area for Work Training: ____________________

____

Days Student is Available for Work Training: ____________________

Specific Hours Available: ____________________

Vocational Objective: ____________________

__Legend:__ White - Central File
Yellow - Placement
Pink - Case Manager

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07/85

CAREER ASSESSMENT AND PLACEMENT CENTER

1 SOUTH PAINTER AVENUE • WHITTIER, CA 90605 • PHONE (213) 698-8121

DAN HULBERT
REHABILITATION SERVICES ADMINISTRATOR

Date

Dear Parent:

Your son/daughter, ____________________, has been referred into the Career Assessment and Placement Center, Placement Division/Work Training Division, by ____________________, Vocational Counselor.

It has been determined that transportation to and from a work site will be attained by ______________, and the client is available for work ______________.

In an effort to verify your support of this process, please sign below and have your son/daughter return this letter to the Placement Office.

If you have any questions, comments, or concerns, please call the Placement Office at 698-8121, extension _____.

Thank you.

Sincerely,

Placement Specialist

- -

I approve and support the above process for my son/daughter.

____
Signature

Q

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WHITTIER AREA COOPERATIVE SPECIAL EDUCATION PROGRAM AND WHITTIER UNION HIGH SCHOOL DISTRICT

CAREER ASSESSMENT AND PLACEMENT CENTER

COMMUNITY WORK TRAINING DATA

CLIENT: ____________________ START DATE: ____________________

HOURS: ____________________

Training Site: ______________________________

Address: ______________________________ Stipend ____

City: ____________________ Zip: __________ Volunteer ____

Telephone Number: ______________________________ Other ____

Contact Person: ______________________________ __________

Transportation Clearance: ______________________________

GENERAL INFORMATION:

____

____

____

Set Up By: ____________________ Date: ____________________

LEGEND

White - Central File
Yellow - Placement
Pink - Referral Source

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10/84

CAREER ASSESSMENT
& PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121
Dan Hulbert, Rehabilitation Services Administrator

ON-THE-JOB TRAINING AGREEMENT

Amongst The

WHITTIER UNION HIGH SCHOOL DISTRICT, COMMUNITY EMPLOYER, AND TRAINEE

The Career Assessment and Placement Center provides vocational services for students to become prepared for competitive employment upon completion of their high school education. One means of vocational preparation is on-the-job training in an actual employment setting within a business or industry in the community.

There are some basic responsibilities that are expected of the employer, the Center, and the trainee in the development and implementation of such a training agreement, as outlined below:

EMPLOYER'S RESPONSIBILITIES

* Provide a work site and realistic work tasks for the trainee to perform;
* Provide the tools, supplies, and equipment necessary for the trainee to perform the assigned work tasks, unless the job is one which requires the employee to supply their own tools;
* Provide instruction on the assigned work tasks;
* Provide general supervision of the trainee;
* Complete bi-weekly training evaluation forms on the trainee's performance;
* In the event of an injury, employer is responsible for contacting the Career Assessment and Placement Center immediately and completion of required forms. If the accident occurs after our work hours (i.e., evenings, weekends), the employer is responsible for transporting the trainee to designated medical facility.

CAREER ASSESSMENT AND PLACEMENT CENTER'S RESPONSIBILITIES

* Provide vocational training and preparation for the trainee;
* Prescreen the trainee by assessing his/her work skills, interests, aptitudes, and behavior, and matching these with an appropriate training setting;
* Provide ongoing counseling and follow-up with the trainee throughout the training period;
* Provide additional support services as needed (could involve one-to-one skill or behavioral training at the training site);
* Provide Workers' Compensation Insurance coverage for those trainees that are not being paid a wage by the employer.

(Continued on Back)

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Whittier Area Cooperative Special Education Program and Whittier Union High School District
Accredited by the National Commission on Accreditation of Rehabilitation Facilities

TRAINEE'S RESPONSIBILITIES

The Trainee is expected to demonstrate acceptable work attitudes and behaviors in the following areas. Trainees that do not will be provided support services by the Career Assessment and Placement Center in order to facilitate the appropriate behavior.

- Attendance/punctuality
- Appearance
- Retains instruction
- Work independently
- Initiative
- Speed and productivity
- Quality of work

CAREER ASSESSMENT & PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121
Dan Hulbert, Rehabilitation Services Administrator

______________________________, is participating in a work experience or occupational training program that has been coordinated by the Whittier Union High School District's Career Assessment and Placement Center. In this capacity, I understand that the School District's Workers' Compensation Insurance Policy provides coverage in the event of injury at the training site.

☐ I authorize treatment of the above named individual by medical facilities approved by the District (Presbyterian Intercommunity Hospital's Family Practice Center or Fulton Medical Clinic).

or

☐ I prefer that the above named individual be treated by the following and understand that the individual will be responsible for his/her own transportation: (Before listing, check with Doctor to be sure he/she accepts Workers' Compensation cases.)

____
Name of Physician (please print)

____
Telephone Number

Copies of this form will be kept in the Career Assessment and Placement files and at the training site.

______________________________ Signature
(Parent or Guardian, if under 18 years of age)

______________ Date

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CAREER ASSESSMENT
& PLACEMENT CENTER

A JOINT VENTURE OF
Whittier Area Cooperative Special Education Program and Whittier Union High School District
9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121

MEDICAL TREATMENT FOR TRAINEES INJURED WHILE IN WORK EXPERIENCE OR OCCUPATIONAL TRAINING

Dear Employer:

All trainees that are placed in work experience or occupational training through the Whittier Union High School District's Career Assessment and Placement Center are covered by the District's Workers' Compensation Insurance under the provisions of Labor Code Section 3368 and Education Code Section 51769. In the event of an on-the-job injury, the trainees under your supervision should be sent to the following medical clinic for treatment; unless you have a signed statement authorizing treatment elsewhere:

Presbyterian Intercommunity Hospital Emergency Dept./Industrial Medicine
12401 East Washington Boulevard
Whittier, CA 90606
(213) 698-0811

CALL Jill Kerl at the Career Assessment and Placement Center (213) 698-8121, extension 307) or Carleen Fiske in District Personnel (698-8121, extension 285) BEFORE sending any trainee for medical treatment. They will, in turn, notify Presbyterian that the trainee is enroute for medical treatment.

The Career Assessment and Placement Center is to be notified the next working day if an injury should occur during the evening or weekend hours.

In case of EXTREME EMERGENCY (loss of consciousness, extensive bleeding, shock, poisoning, badly broken bone) send the trainee (by ambulance if necessary) to Presbyterian Emergency. Call Jill Kerl or Carleen Fiske when they are on their way to the hospital.

Immediately after being treated, the trainee must complete the "Claimant's Report of Injury/Illness" form; and the supervisor the Supervisor's Investigation Report. Send these forms, along with any paperwork the doctor/clinic may have given the trainee to Jill Kerl at the Career Assessment and Placement Center. She will then be able to complete the District Workers' Compensation paperwork. THIS MUST BE ACCOMPLISHED WITHIN THREE DAYS FROM THE DATE OF THE INJURY.

Your prompt attention to these procedures is greatly appreciated and will avoid numerous problems with our insurance carrier. Thank you for your assistance.

Dan Hulbert
Rehabilitation Services Administrator

DH:jk

Enclosures

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Dan Hulbert, Rehabilitation Services Administrator
Accredited by the National Commission on Accreditation of Rehabilitation Facilities

WHITTIER UNION HIGH SCHOOL DISTRICT
Whittier, California

TO:

FROM: Business Assistant

SUBJECT: Workers' Compensation Insurance Coverage

Whittier Union High School District is self-insured for workers' compensation insurance liability.

Students in work experience or occupational training programs are covered by the school district under the provisions of Labor Code Section 3368 and Education Code Section 51769.

> *Labor Code Section 3368 establishes a statutory Workers' Compensation liability for work experience program participants; when the trainer does not pay the trainee a cash wage, the Workers' Compensation liability shall rest with the school district.*
>
> *Education Code Section 51769 - Notwithstanding any provisions of this code or the Labor Code to the contrary, the School District or County Superintendent of Schools under whose supervision work-experience education, or occupational training classes held in the community, as defined by regulations adopted by the State Board of Education, are provided shall be considered the employer under Division 4 (commencing with Section 3200) of the Labor Code of persons receiving such training unless such persons during such training are being paid a cash wage or salary by a private employer, or unless the person or firm under whom such persons are receiving work experience of occupational training elects to provide workers compensation insurance.*

Monica P. Dean

MPD:rr

PRESBYTERIAN INTERCOMMUNITY HOSPITAL

Industrial Injury Information

I. PATIENT INFORMATION

Name of Patient Age

Patient's Home Address

Patient's Home Phone Social Security No.

II. EMPLOYMENT INFORMATION

Patient's Job Title

Employer Name: WHITTIER UNION HIGH SCHOOL DISTRICT

Employer Address: 9401 S. Painter Ave., Whittier, CA 90605

Employer Phone: (213) 698-8121, Ext. 289

Was Employer Notified of Injury?

Address Where Injury Occurred

III. INJURY INFORMATION

Date of Injury Time of Injury AM/PM

Patient brought in by

Treatment authorized by

Part of body affected by injury

Any previous examination for this injury? If so, by whom and where.

Any pre-existing condition?

Patient statement of injury

- FOR OFFICE USE ONLY -

Industrial Carrier:
COLEN AND LEE
1930 S. Brea Canyon Rd
Suite 100
Diamond Bar, CA 91765

381

First day off work Return to work

First report sent Final report sent

U

WHITTIER UNION HIGH SCHOOL DISTRICT

CLAIMANT'S REPORT OF INJURY/ILLNESS

Full name ______________________ Telephone No. (   ) ______________

Address ____
street city state zip

Social Security No. ______________ Job Title ______________

Department in which regularly employed ______________________

Date of injury ______________ Time of day ______ am/pm

Where did the accident occur? ______________________
location

What were you doing when injured? ______________________

____

How did accident occur? ______________________

Object or substance that directly injured you ______________________

Nature of injury and part of body affected ______________________

Who witnessed the accident? ______________________

Did you report your injury and to whom? ______________________

Did you seek medical attention? ____ If so, name of physician ______________

______________________ (   ) ______________
Physician's Address city zip area code phone no.

Did you inform the physician that the injury/illness was work related? ______________

Were you unable to work after injury? ______ Date last worked ________/OR ________
yes no lost time

Have you returned to work? ______ Date returned ____________/____________
yes No, still off work

When did you last see a doctor before your present injury/illness? ______________

What did you see him for? ______________________

What is his name and address? ______________________

Make any remarks you care to regarding your claim ______________________

____

______________ ______________________
Date Employee Signature

V

COLEN AND LEE
1930 S. Brea Canyon Rd.
Suite 100
Diamond Bar, CA 91765

SUPERVISOR'S REPORT OF INJURY

EMPLOYER ______________________________ SUPERVISOR ____________________

INJURED EMPLOYEE _______________________ JOB TITLE ____________________

DATE ____________ TIME ______________ LOCATION ________________________

NATURE OF INJURY ____

WHAT HAPPENED ____

____

NAME AND ADDRESS OF WITNESSES _____________________________________

____

____

CONDITIONS OR EQUIPMENT INVOLVED __________________________________

____

UNSAFE CONDITIONS NEEDING CORRECTION _______________________________

____

EMPLOYEE TRAINING NEEDED? ____

PERSONS OTHER THAN EMPLOYEE INVOLVED ______________________________

____

EXPLAIN ____

____

EQUIPMENT OTHER THAN EMPLOYER'S INVOLVED __________________________

____

EXPLAIN ____

____

PLEASE RETURN TO JILL KERL OR ADMIN. SECRETARY, PERSONNEL
WHITTIER UNION HIGH SCHOOL DISTRICT

CAREER ASSESSMENT
& PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121
Dan Hulbert, Rehabilitation Services Administrator

The Career Assessment and Placement Center would like to thank you for calling in your employment job order requests to our Placement Center.

Our Program is designed to selectively place "job ready" individuals based on a comprehensive vocational evaluation, screening, and appropriate placement development. We are, therefore, not always able to compliment your employment need immediately, and in striving to maintain a high success rate (both satisfied employers and employees), we will not send our applicants to interviews that are inappropriate just for the sake of "shuffling warm bodies".

We appreciate your willingness to assist us in our efforts in placing the disabled, and encourage you to continue communicating your employment opportunities.

Sincerely,

Job Development/Placement Specialist

jk

10/84

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A JOINT VENTURE OF
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JOB CLUB REFERRAL FORM

Date: ____________________ Referral Source: ______________________________

Name: ___________________________________ Age: ____________________

Address: ____

Telephone Number: ____

School: ____________________ Teacher: ___________________________________

Transportation: ____

____

Hours Available For Work: ____

____

Previous Work Experience: ____

____

Client's Work Objective: ____

____

____

____

____

LEGEND:

White - Central
Yellow - Placement
Pink - Referral Source

CAREER ASSESSMENT AND PLACEMENT CENTER

9401 SOUTH PAINTER AVENUE • WHITTIER, CA 90605 • PHONE (213) 698-8121

DAN HULBERT
REHABILITATION SERVICES ADMINISTRATOR

TO: Accounting Department DATE:

FROM: Dan Hulbert

BILLING FOR SERVICES

Please send an invoice for the following:

Person or Company to be billed:

Name: Tom Thomas and Associates

Address: 12345 America Street, Los Angeles 90022

Phone #: 385-7986

Client who received services:

Name: Janine Smith

Address: 3939 Star Avenue, Los Angeles 90022

Phone #: 384-7986

Claim #: 9999888

Employer: Musical Chairs Inc.

Date of Injury: 5/9/80

Client referred by:

Name: Tom Thomas

Address: Same as above company to be billed

Phone #:

Services Rendered: Job Preparation, Development & Placement

Dates of Service: May 1, 2, 3, 4, 8, 10

Total Number of Days: Six (6)

AMOUNT TO BE BILLED: $300.00

Y

THE CLOSURE FORM (FOLLOWING PAGE) IS AN AVENUE AND "TOOL" THAT PLACEMENT SPECIALISTS CAN USE TO EITHER INITIATE A RESPONSE FROM A RELUCTANT CLIENT (PARTICIPANT) OR TO INDICATE ADDITIONAL EFFORTS MUST BE TAKEN PRIOR TO SUBSTANTIATING FURTHER PLACEMENT ACTIVITY.

CAREER ASSESSMENT & PLACEMENT CENTER

9401 South Painter Ave. • Whittier, California 90605 • (213) 698-8121
Dan Hulbert, Rehabilitation Services Administrator

Name: ______________________
Address: ______________________ Date: ______________________
City, State, Zip: ______________________

CLOSURE REPORT

Employment Preparation, Job Development, and Placement Services

Dear ______________________:

The item(s) checked below indicates the reason the Employment Preparation, Job Development, and Placement Services cannot assist you at this time. If your circumstances change, and you feel you can benefit from our services, you may request a review.

☐ You have missed three scheduled appointments.

☐ You have requested that our services be terminated.

☐ You have not made reasonable efforts in carrying out the the Employment Preparation, Job Development, and Placement Activities.

☐ OTHER

Explanation: ______________________
____

If you have any questions concerning this report, please contact this office at 698-8121, Ext. 274.

Thank you.

____
Job Placement Specialist

Legend:
White - Client
Yellow - Central
Pink - Referral Source

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